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ABSTRACT

The New Mexico State legislature requires the Department of Education to publish this report card concerning several educational indicators. The indicators included are: (1) enrollment statistics; (2) Advanced Placement Program enrollment statistics; (3) New Mexico Scholars Program statistics; (4) percentage of the graduating class applying to college; (5) percentage of students in federally-funded programs; and (6) percentage of school budget expended on federal programs. In addition, tabulated and graphed data are provided for the past 3 years for: (1) total expenditures per student; (2) total administrative expenditures per student; (3) average teacher salary; (4) state mandated and college entrance test scores; (5) dropout rate; and (6) percentage of 12th graders who graduate. The accountability report indicates that there have been gains in all areas of New Mexico public education, including increased enrollment, decreased dropout rate, and improved performance on state-mandated examinations (the Comprehensive Test of Basic Skills in grades 3, 5, and 8; and the New Mexico High School Competency Examination). Twenty tables and 12 figures illustrate trends in enrollment, finances, and achievement. A 26-item list of references is included. (SLD)

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New Mexico State Department of Education

THE NEW MEXICO ACCOUNTABILITY REPORT 1989-1990

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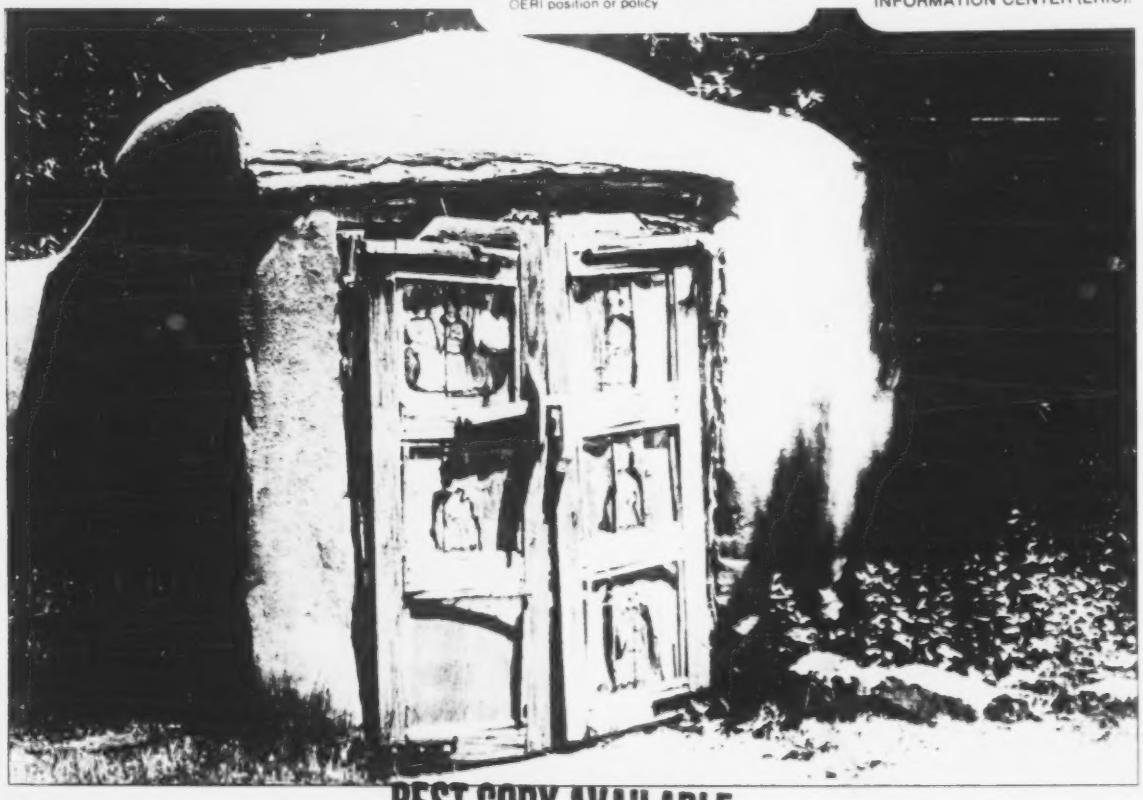

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Alan D. Morgan
State Superintendent of Public Instruction

November 1990

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THE NEW MEXICO ACCOUNTABILITY REPORT 1989-1990

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STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION – EDUCATION BUILDING
SANTA FE, NEW MEXICO 87501–2786

ALAN D. MORGAN
SUPERINTENDENT OF PUBLIC INSTRUCTION

Fall 1990

To All New Mexicans:

The New Mexico State Department of Education is pleased to present the first *New Mexico Accountability Report*. As the term "accountability" implies, this report is an invitation for you to review the public education system in New Mexico and to become involved in the improvement of that system. All of us benefit from an excellent school system, and an excellent school system is possible only through the involvement of the public.

This report disseminates information on special programs and new directions in our public schools. Student trends and achievement are presented, as well as financial information for the 88 school districts in New Mexico. Your careful review of this information will allow you to participate meaningfully in the education of our youth.

You are invited to visit any school in any district in New Mexico and to talk with both students and staff about the educational process.

I hope this information is beneficial both to you and to our schools.

Sincerely,

Alan D. Morgan
State Superintendent of Public Instruction

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EXECUTIVE SUMMARY

The *New Mexico Accountability Report, 1989-90,* is required under House Bill 4, passed during the 1990 New Mexico Special Legislative Session. The law requires both the State Department of Education, as well as the 88 New Mexico school districts, to publish a "report card" of a number of educational indicators. An educational indicator is "a statistic about the educational system that reveals something about its performance or health" (Oakes). The educational indicators reported here include:

- Enrollment Statistics
- Advanced Placement Program Enrollment Statistics
- New Mexico Scholars Program Statistics
- Percentage of Graduating Class Applying to College
- Percentage of Students in Federally Funded Programs
- Percentage of School Budget Expended on Federal Programs

Additionally, information and graphic representation for the past three years, with statewide district rankings, are required for the following indicators:

- Total Expenditures Per Pupil
- Total Administrative Expenditures Per Pupil
- Average Teacher Salary
- State Mandated and College Entrance Test Scores
- Dropout Rate
- Percentage of 12th Grade Students Who Graduate

A final indicator, the percentage of 9th grade students plus transfers (9-12) who graduate, will be tracked by the school districts beginning with the 1989-90 freshman class but not reported until that class graduates.

Highlights of the *New Mexico Accountability Report* show gains in all areas of New Mexico public education:

Enrollment has steadily increased since the 1987-88 school year by 3.07 percent, with the largest gains in grades kindergarten through sixth, up 4.55 percent.

The dropout rate had declined since 1988-89, from 10.4 percent to 9.9 percent; however, this is an increase from the 1987-88 rate of 8.3. The greatest gain in declining dropout rate is to be found among Native American males, whose rate dropped from 14.58 to 12.96. The dropout rate for Hispanics, both male and female, is up slightly from 1988-89.

New Mexico students are performing better on state mandated examinations. Students in grades 3, 5, and 8 performed better in all subjects tested on the Comprehensive Test of Basic Skills (CTBS). Based on total subject area scores, New Mexico students performed best in mathematics, with reading performance showing next. Overall, New Mexico students scored above the median national percentile (50) on the test battery, with grade 3 performing 6.6 percentile points above, grade 5 performing 5.8 percentile points above, and grade 8 performing 3.9 percentile points above the national median. Cluster analysis is used as a supplemental method of ranking district results.

Tenth grade students demonstrated gains on the New Mexico High School Competency Examination (NMHSCE) in the areas of English, science, and social studies. Also of note, the 1989-90 graduating class was the first required to pass the High School Competency Examination to earn a New Mexico High School Diploma. Ninety-eight and six-tenths percent (98.6%) of the 12th grade class passed the NMHSCE, exceeding the State School Board's CITE Plan goal.

On a statewide basis, the net operational expenditure per student in 1989-90 was $2,907 (total operational was $3,225), and the total administrative expenditure per student was $97.

New Mexico teachers did not keep pace with regional educators in terms of the average teacher's salary. The average returning teacher's salary without increments rose 2.06 percent from 1987-88 to 1989-90, while the regional average teacher's salary rose 3.39 percent. In addition, both New Mexico and the region failed to keep pace with the average national increase of 5.45 percent for the same time period.

NEW MEXICO STATE BOARD OF EDUCATION

Mission Statement

The State Board of Education affirms that the primary purpose of schools in New Mexico is to educate all students equitably. Schools, therefore, are responsible for students mastering learning skills and knowledge, and for acquiring and displaying desirable personal qualities and values. The school, under local control and direction, recognizes its shared responsibility with the community and parents for the effective and efficient use of public and private resources and for the continuing involvement of that community in education.

. . . from *SBE CITE Plan*, 1990

Academic Goals

Goal 1: Communication
Our students will communicate effectively through a proficient use of reading, writing, speaking and listening skills.

Goal 2: Quantitative
Our students will apply the principles and concepts of mathematics and will be proficient in the skills of computation, measurement, estimation, and the summary and display of data.

Goal 3: Aesthetics
Our students will have a knowledge of and will participate to the extent possible in the arts, drama, literature, and music.

Goal 4: Physical Health
Our students will evaluate and integrate knowledge of personal and public health and will maintain acceptable levels of physical fitness.

Goal 5: Science
Our students will be knowledgeable about scientific principles and be able to apply scientific methods.

Goal 6: Social Skills
Our students will demonstrate the knowledge and skills necessary to participate in the social, political and economic life of our nation and interdependent world.

Goal 7: Cultural Knowledge
Our students will demonstrate knowledge of the cultural diversity of our state, nation, and world; their customs, languages, people and history.

Application Goals

Goal 8: Analytical Thinking
Our students will be proficient in the process of problem solving, in the skills of deductive and inductive reasoning, and in the critical thinking skills which include analyzing, evaluating, synthesizing and distinguishing fact from opinion.

Goal 9: Life Skills

Our students will be knowledgeable about career opportunities and requirements, work ethics, community resources, consumer economics, and will demonstrate the skills, abilities and attitudes necessary to get and keep a job.

Goal 10: Technology

Our students will have a knowledge of technology, its scientific basis and its applications in and effects on society.

Goal 11: Environment

Our students will demonstrate a knowledge and understanding of our natural environment and the role which the human race plays in the balance of nature.

Goal 12: Personal and Interpersonal Health

Our students will demonstrate the knowledge, abilities and attitudes necessary to maintain personal, mental and emotional health and productive interpersonal relations.

Goal 13: Lifelong Learning

Our students will acquire knowledge, abilities, and attitudes necessary to continue the learning process throughout their lives.

. . . from *Educational Standards for New Mexico Schools*, August, 1990

State Board of Education CITE Plan

In addition to the goals stated in the *Educational Standards for New Mexico Schools*, the interested reader is encouraged to review the 1990 *Consolidating Initiatives for Tomorrow's Education (CITE) Plan*. The purpose of the CITE Plan is to establish the New Mexico State Board of Education's long-range goals for addressing school reforms and funding, educational and educator standards, and future expectations for continued school improvement and state leadership. The plan also establishes the framework for coordinating resources to accomplish the expectations.

The CITE Plan includes the following four new initiatives:

- **A Five Year Budget/Revenue Plan** which addresses the additional demands made upon public schools due to increasing enrollments and passage of legislation such as the Public School Reform Act.
- **Budget Support for Instructional Programs** which addresses the need to refine the program/budget review process to enable creative, long-range planning in school districts and communities.
- **Master Plan for Technology** which supports long-range planning for technology in education and addresses the need for a statewide master plan.
- **Proficiency of Students in Two Languages** which requires that by the year 2000 students in New Mexico will be proficient in two languages, one of which is English.

INTRODUCTION

The New Mexico State Department of Education VISION STATEMENT

The New Mexico State Department of Education believes the education of *all* students must become the mission for *all* New Mexicans. We believe education must challenge *all* students to reach their potential.

Alan D. Morgan
State Superintendent of Public Instruction

Educational Indicators

Educator Jeannie Oakes has defined an educational indicator as "a statistic about the educational system that reveals something about its performance or health." The identification of appropriate indicators of the status or "health" of an educational system is a relatively new endeavor. A recent RAND study suggested that indicators cover three broad classes: **inputs**, which include such data as fiscal, material, and other resources, teacher qualifications, and student background; **processes**, such as school context and organization indicators, curriculum, teaching quality, and instructional quality; and **outputs**, such as student achievement, participation, attitudes, and aspirations (Shavelson et al., 1989).

Legislation was passed in April 1990 that identified certain educational indicators for New Mexico schools and required both individual school districts and the State Department of Education to report on these indicators. The educational indicators required by the legislation are:

- Enrollment Statistics
- Advanced Placement Enrollment Statistics
- Total Expenditures per Pupil (3 years)
- Total Administrative Expenditures per Pupil (3 years)
- Average Teacher Salary (3 years)
- State Mandated and College Entrance Test Scores (3 years)
- Participation in the New Mexico Scholars Program
- Percentage of Graduating Class Applying to Colleges
- Dropout Rate (3 years)
- Percentage of 12th grade seniors who graduate (3 years)
- Percentage of 9th grade freshmen plus transfers (9-12) who graduate (begin reporting 1992-93 for class entering 1989-90)
- Percentage of Students in Federally Funded Programs
- Percentage of School Budget Expended on Federal Programs

The legislation also requires districts to be ranked statewide on those indicators requiring a three year report, and state and national means or medians are given for comparative purposes when appropriate. For all items except the norm referenced state mandated and college entrance examinations, a simple ranking is used.

Ranking

A simple statistical ranking is similar to the ranking of your favorite sports team during the season. Schools, therefore, like baseball teams, may find themselves tied for, say, first place or third place with another school. If a

school ties with another school, both schools will receive the same rank. For instance, if four schools have the following scores respectively--30, 25, 25, 19--then the four schools would be ranked, respectively--1, 2, 2, and 4. Note there is no "third place" ranking, because school number 2 and school number 3 had the same score. Rounding down to the lower rank gives each tied school a ranking of 2.

However, the reader should approach the interpretation of these rankings with caution, especially when looking at percentages in small districts. For instance, Elida district began the 1989-90 school year with seven seniors, six of whom graduated, giving Elida a "graduation rate" of 85.7 and a ranking of 76 out of the 88 districts, but Estancia district began the year with 32 seniors, of whom 31 graduated. Because of the larger numbers, Estancia had a "graduation rate" of 96.9 and a ranking of 27 out of the 88 districts. Similarly, Hondo Valley graduated 10 out of 10 seniors beginning the school year, ranking Hondo Valley as tied for first out of 88 districts.

For the norm referenced (standardized) examinations (CTBS and ACT), the districts' simple rankings are presented within clusters, or groupings, of similar school districts. Districts are then ranked within their respective cluster. Based on national research, the districts were clustered or grouped about five variables by the State Department of Education: *district enrollment size, district student mobility rate, district percentage of students in the USDA Free and Reduced Lunch Program, district percentage of students classified as Limited English Proficiency (LEP), and the district percentage of adults 25 years of age or older who graduated college.* Six clusters of similar districts were identified using the Ward's Minimum Variance procedure (SAS, 1985):

Albuquerque	Animas	Bernalillo	Dexter	Chama	Alamogordo
Artesia	Capitan	Central	Estancia	Cuba	Aztec
Belen	Carrizozo	Cobre	Floyd	Dulce	Carlsbad
Bloomfield	Cimarron	Deming	Fort Sumner	Hatch	Clovis
Gadsden	Clayton	Espanola	Hagerman	Hondo Valley	Farmington
Las Cruces	Cloudcroft	Gallup-McKinley	Jal	Jemez Mountain	Hobbs
Las Vegas City	Corona	Grants-Cibola	Lake Arthur	Jemez Valley	Moriarty
Los Alamos	Des Moines	Lordsburg	Loving	Las Vegas West	Roswell
Los Lunas	Dora	Magdalena	Maxwell	Mesa Vista	Ruidoso
Lovington	Elida	Questa	Tatum	Mora	Truth or
Pojoaque	Eunice	Santa Rosa	Texico	Mosquero	Consequences
Portales	Grady	Tularosa		Mountainair	
Santa Fe	House	Vaughn		Pecos	
Silver City	Logan			Penasco	
Socorro	Melrose			Raton	
Taos	Quemado			Springer	
Tucumcari	Reserve			Wagon Mound	
	Roy			Zuni	
	San Jon				

While cluster analysis is used in this report only to report the norm referenced (standardized) tests, the reader will want to bear in mind these similar districts when looking at other indicators, such as graduation rate.

History of the New Mexico Accountability Report

All public education is accountable to its public and their elected officials, and New Mexico had enjoyed a decade of improvement in all areas of public education, beginning about 1975. Public report cards for each district, however, became a matter of policy in October 1985, when the State School Board approved for public review the Building Excellent Schools Team (BEST) Plan. The BEST Plan included over 30 goals for improving pupil learning, teacher quality and instructional quality, school administrators and the school community, and state leadership.

The Public School Reform Act was passed by the 37th Legislature in 1986, bringing broad changes to the Public School Code (Section 22, NMSA, as amended).

In 1987, the *Consolidating Initiatives for Tomorrow's Education (CITE) Plan* continued many of the initiatives found in the BEST Plan, but now became the working document for reporting State Board of Education goals and progress toward those goals. The first adopted CITE Plan was developed for 1987-1990. The current edition of the CITE Plan includes goals for 1990-1993.

Senate Bill 738 (Section 22-1-6, NMSA) was passed on April 6, 1989, and required school districts to publish an Annual School District Accountability Report in a local newspaper. SB-738 required districts to publish Mission and Goals, Student Information, a section Of Special Interest, Financial Information, and an Invitation for the public to participate in the educational process. Finally, districts were required to "compare district, state, and national data whenever appropriate . . . ."

House Bill 4, passed during the 1990 Special Legislative Session, should be seen as an extension of SB-738, requiring districts to report additional information and providing for a statewide accountability report published by the State Department of Education and based on the educational indicators listed on page 1.

OF SPECIAL INTEREST IN NEW MEXICO SCHOOLS

Several educational programs are in place in the New Mexico school system, placing New Mexico in the educational vanguard of the nation. The Special Projects described here received allocations of money through the State Department of Education in either 1989-90 or 1990-91, or both. These Special Projects are categorical in nature, funded outside the typical operating budget process.

Total state funds in excess of 7 million dollars have been allocated to these Special Projects in 1990-91. Brief Project descriptions are provided. Additional information may be obtained by contacting the SDE Special Projects Coordinator.

RE: LEARNING: RE: Learning is designed to support school restructuring efforts in New Mexico. The primary focus of the project is staff development and training. The project is administered by Eastern New Mexico University through a joint powers agreement with the SDE. Overseeing its operations is a cadre of individuals committed to school restructuring goals.

LAW RELATED EDUCATION PROJECT (LRE): The LRE is administered by the New Mexico Bar Foundation. The primary purpose is to provide training, materials and experiences to supplement and enhance instruction in the social studies area, focusing specifically on law-related subject matter. A major initiative of this project is the high school mock trial competition that is held throughout the state.

IDENTIFICATION OF CHILD ABUSE TRAINING: The purpose of this project is to provide training for all certified school staff in New Mexico in the detection and reporting of child abuse and neglect as required by state statute. The training is being provided by a private firm through contract with the SDE. The training is scheduled to be completed in 1991.

PRE-SCHOOL INFANT EVALUATION (PIE): The PIE Program is operated out of the University of New Mexico School of Medicine. It has as its purpose to identify and evaluate children with possible developmental delays or disabilities. The project is operated through a joint powers agreement between the State Department of Education, the Health and Environment Department, and the University of New Mexico.

COALITION FOR ADULT LITERACY: The SDE contracts with the Coalition for Literacy, a non-profit organization, to provide the following services: 1) assess and evaluate local literacy, 2) provide technical and fiscal support for local adult literacy programs throughout the state, and 3) provide consulting services, teaching materials, and training for local adult literacy programs.

INDIAN EDUCATION CENTER FOR EXCELLENCE: The Indian Education Center for Excellence has as its mission to coordinate existing and proposed research efforts, serve as a repository of research results in Indian Education, and prescribe community based research efforts necessary for self-determination. The Center is governed through a joint powers agreement with an executive board and an advisory board of directors comprised of representatives from public school districts, tribes, state and community organizations.

MISSING CHILDREN: In 1989-90, two contractors were funded through the SDE to provide New Mexico schools with information and services related to child safety issues and missing and exploited children. These services included packaged curriculum materials for students, training for teachers, and a toll-free telephone line for reporting or requesting information on possible missing or exploited children.

CHOICE/Transportation: As a component of the 21st Century Act, the Legislature allocated funds to be made available to low income families to provide school transportation reimbursement for a student who elects to

attend a school outside the student's attendance zone. Such agreements are subject to local school board approval by the receiving school district.

PROJECT MESA: MESA stands for mathematics, engineering and science achievement. The Project's goal is to increase the number of under-represented minorities in professions related to these areas. MESA's pre-college program provides participating students with seven major activities designed to enrich their education experience: independent study groups, academic tutorials, academic university and career advising, field trips, Saturday leadership workshops, summer enrichment and employment programs, and scholarship incentive awards.

PROJECT UPLIFT: Project UPLIFT is a non-profit research, training, and development corporation. Its purpose is to promote enrichment type activities for students throughout the state. The project conducts annual institutes and expositions on topics related to science and technology. Project UPLIFT also provides fellowships and coordinates mentor programs for New Mexico students.

ADVANCED PLACEMENT PROGRAMS: This special project is designed to provide encouragement and support, including financial support, to educationally disadvantaged students so that they can become college-bound. The project, which is administered by the New Mexico Educational Assistance Foundation, provides the necessary fees for disadvantaged students who wish to take Advanced Placement (AP) examinations. College advisement and awareness activities are also provided to students at elementary middle, and high school levels (see Table 1).

TABLE 1

DISTRICT REPORTED ADVANCED PLACEMENT CLASSES

DISTRICT	NO. STUDENTS	DISTRICT	NO. STUDENTS
ALAMOGORDO	118	LAS CRUCES	398
ALBUQUERQUE	1213	LAS VEGAS WEST	35
CLOVIS	119	LOS ALAMOS	185
COBRE	13	MESA VISTA	9
CORONA	2	MORA	24
DEMING	231	POJOAQUE	50
DEXTER	11	ROSWELL	185
ESPANOLA	98	RUIDOSO	83
FARMINGTON	196	SANTA FE	235
GRANTS-CIBOLA	215	SANTA ROSA	15
HOBBS	40	SOCORRO	25
JEMEZ MOUNTAIN	41	TULAROSA	18
STATEWIDE	3,559		

Advanced Placement classes are those classes in which district students complete college-level studies in secondary schools. The classes may be taught by college instructors or district instructors trained by college faculty. Students earn college credit by passing an Advanced Placement examination.

According to the Office of Planning, Budget and Evaluation, U.S. Department of Education (1990), in 1989, the percent of total schools with an Advanced Placement Program for New Mexico was 22.9%, increased from a 1982 percentage of 6.3. This increases New Mexico's national ranking from 44th in 1982 to 39th in 1989.

TWENTY-FIRST CENTURY SCHOOLS PROJECT: The purpose of the Twenty-First Century Schools Project is to allow for the implementation of innovative public school programs aimed at guiding New Mexico schools into the 21st Century. For 1990-91, funds have been allocated for programs to extend the school year for students, to extend teacher contracts for training purposes, and to provide after school enrichment programs for students. A commission appointed by the State Board of Education will review and recommend projects to the Board and will oversee evaluation of the project (see Table 2).

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LITERACY FOR CHILDREN AT RISK: Funding has been allocated in 1990-91 for the Literacy for Children At Risk Act, which was enacted the previous year. These funds will be used to provide grant awards to selected schools and school districts to establish learning laboratories. Emphasis should be on improving the reading, writing, and mathematics performance of students whose test scores fall below the national norm (see Table 2).

REMEDIATION: Funds have been allocated in 1990-91 that are available to schools through a competitive proposal process to fund remediation programs. Legislative language indicated that first priority for funds will be given to districts that meet six specified "need" criteria (see Table 2).

TABLE 2

21ST CENTURY GRANT AWARDS, LITERACY FOR CHILDREN AT RISK GRANT AWARDS, AND REMEDIATION SPECIAL PROJECTS FUNDING

	21ST CENTURY				
DISTRICT	LENGTHENED TEACHER CONTRACT	AFTER SCHOOL ENRICHMENT	EXTENDED SCHOOL YEAR	LITERACY FOR CHILDREN AT RISK	REMEDIATION
ALAMOGORDO	79,079	--	--	--	--
ALBUQUERQUE	568,227	80,835	209,105	--	343,780
BELEN	6,820	--	--	25,709	--
BERNALILLO	17,926	--	--	31,966	--
BLOOMFIELD	119,954	--	159,016	--	15,010
CENTRAL	76,582	--	309,444	--	--
CIMARRON	--	--	22,793	--	--
CLAYTON	--	22,182	--	--	36.640
COBRE	--	--	--	--	3,400
CUBA	--	22,022	--	--	--
DEMING	--	--	--	--	58,645
ESPANOLA	--	33,550	--	--	--
FARMINGTON	--	30,726	25,775	--	--
FLOYD	--	--	17,316	--	--
FT. SUMNER	40,000	--	--	--	--
GADSDEN	--	--	--	90,809	7,263
GALLUP-MCKINLEY	--	--	--	--	48,582
HAGERMAN	--	23,100	--	--	--
HOBBS	26,340	--	--	--	--
LAS CRUCES	95,080	54,315	69,904	--	--
LAS VEGAS CITY	--	--	18,700	--	--
LAS VEGAS WEST	--	159,344	--	--	191,051
LOS ALAMOS	42,767	--	--	--	--
LOS LUNAS	50,335	--	28,450	--	62,359
PECOS	53,664	--	--	71,404	--
PENASCO	39,019	--	--	--	--
QUESTA	47,569	--	25,260	--	--
RATON	--	--	--	--	50,000
ROSWELL	--	--	74,400	--	183,270
RUIDOSO	--	--	21,500	--	--
SANTA FE	188,133	--	133,186	--	--
SANTA ROSA	25,000	--	74,995	--	--
SILVER CITY	60,000	--	--	--	--
SOCORRO	18,004	--	--	9,700	--
TAOS	--	28,161	--	--	--
TUCUMCARI	--	--	19,000	--	--
ZUNI	72,178	--	28,075	90,412	--
STATEWIDE	1,626,677	454,235	1,236,919	320,000	1,000,000

Note: Figures reported inclusive of two of three grant award cycles (as of October 12, 1990) and do not represent all available funds.

Source: Special Projects and 21st Century School Offices.

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NEW MEXICO SCHOLARS PROGRAM: While not a Special Project as defined above, the New Mexico Scholars Program (NMSP) was passed into law in 1989 (Section 21-21H-1 through 21-21H-9, NMSA). The program makes scholarship money available to certain students (1) who rank in the top five percent of the graduating class or earn an overall score of at least 25 on the ACT and (2) who come from homes with a total family income of $30,000.00 or less. The scholarship may be for up to four years of post-secondary training. Table 3 lists the number of students reported by the districts as eligible for the NMSP and the number of students reported by the districts as receiving an NMSP scholarship in 1990.

TABLE 3

DISTRICT REPORTED NEW MEXICO SCHOLARS

DISTRICT	ELIGIBLE	RECEIVING	DISTRICT	ELIGIBLE	RECEIVING
ALAMOGORDO	0	0	LAKE ARTHUR	0	0
ALBUQUERQUE	n.a.	n.a.	LAS CRUCES	54	48
ANIMAS	2	0	LAS VEGAS CITY	3	3
ARTESIA	9	8	LAS VEGAS WEST	52	5
AZTEC	2	1	LOGAN	1	0
BELEN	10	10	LORDSBURG	2	1
BERNALILLO	4	4	LOS ALAMOS	8	0
BLOOMFIELD	1	0	LOS LUNAS	127	7
CAPITAN	2	2	LOVING	3	3
CARLSBAD	7	7	LOVINGTON	1	0
CARRIZOZO	1	1	MAGDALENA	0	0
CENTRAL	10	6	MAXWELL	6	2
CHAMA VALLEY	2	2	MELROSE	0	0
CIMARRON	2	2	MESA VISTA	1	0
CLAYTON	3	2	MORA	25	25
CLOUDCROFT	0	0	MORIARTY	10	10
CLOVIS	14	14	MOSQUERO	1	1
COBRE	7	6	MOUNTAINAIR	1	1
CORONA	1	1	PECOS	1	1
CUBA	0	0	PENASCO	3	2
DEMING	2	2	POJOAQUE	4	4
DES MOINES	0	0	PORTALES	8	2
DEXTER	2	1	QUEMADO	0	0
DORA	2	1	QUESTA	0	0
DULCE	0	0	RATON	6	0
ELIDA	0	0	RESERVE	21	6
ESPANOLA	24	20	ROSWELL	54	52
ESTANCIA	0	0	ROY	2	2
EUNICE	2	2	RUIDOSO	59	43
FARMINGTON	4	4	SAN JON	1	1
FLOYD	2	1	SANTA FE	19	1
FT. SUMNER	1	1	SANTA ROSA	1	1
GADSDEN	30	15	SILVER CITY	7	6
GALLUP-MCKINLEY	1	1	SOCORRO	1	1
GRADY	4	1	SPRINGER	1	1
GRANTS-CIBOLA	53	43	TAOS	7	2
HAGERMAN	0	0	TATUM	0	0
HATCH VALLEY	7	4	TEXICO	2	2
HOBBS	25	8	TRUTH OR CONSEQ.	0	0
HONDO VALLEY	0	0	TUCUMCARI	2	2
HOUSE	0	0	TULAROSA	2	0
JAL	2	2	VAUGHN	0	0
JEMEZ MOUNTAIN	2	2	WAGON MOUND	0	0
JEMEZ VALLEY	0	0	ZUNI	4	2
STATEWIDE	740	411			

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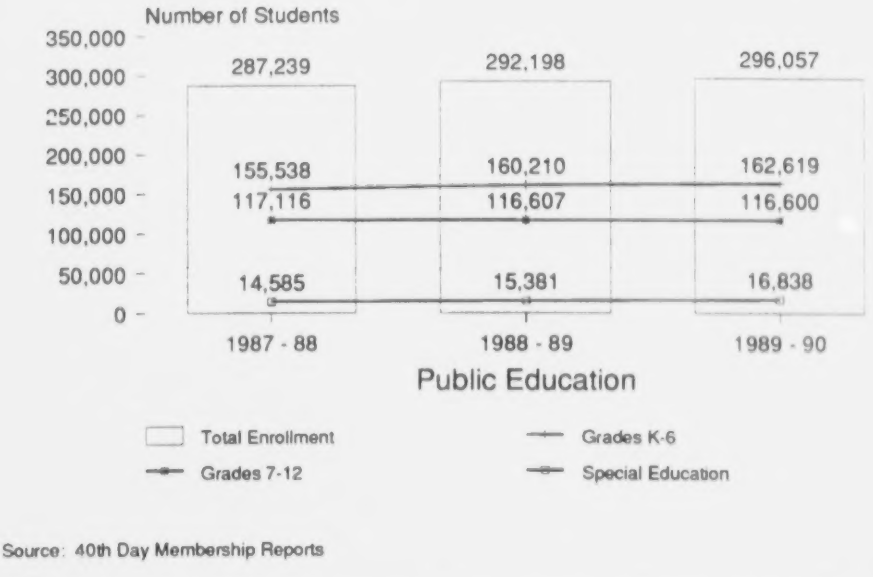
STUDENT INDICATORS

Student Enrollment Trends

Overall student enrollment in New Mexico public schools has increased 3 percent since 1987 and 1.3 percent over 1989-90. Enrollment has increased in the grade groups of kindergarten through 6th grade (4.6% since 1987-88) and special education (15.45%). Enrollment in grades 7-12 has decreased since the 1987-88 school year by .44 percent, but remained virtually unchanged over the 1988-89 school year (Figure 1).

FIGURE 1



Source: 40th Day Membership Reports

Student Ethnicity

Enrollment by ethnic group (Figure 2), based on 180th day enrollment figures for grades 9-12, shows Anglos and Hispanics each at 45 percent of the overall enrollment. Native Americans account for another 10 percent of the student population. Blacks account for slightly more than 2 percent of the student population, and Asians account for less than one percent. The percentage of Anglo enrollment has been steadily declining since the 1986-87 school year, while the Hispanic enrollment has been steadily increasing. Anglo enrollment has declined from 47 percent in 1986-87. Hispanic enrollment has increased from 40 percent over the same time period. Native American, Black, and Asian enrollment has remained steady.

Dropout Rates and District Rankings

Dropout rates (source: *New Mexico Dropout Study*, 1987-88, 1988-89, 1989-90 in press) are compiled for school years 1987-88 through 1989-90 and for grades 9-12 only. A mild increase from 8.0 to 8.3 percent was recorded for the 1987-88 school year. The rate increased dramatically, however, to 10.4 percent during the 1988-89 school year. The state dropout rate for 1989-90 decreased slightly to 9.9 percent during 1989-90. In Table 4, a "0" dropout rate is equal to a ranking of "1." The higher a district's dropout rate, the higher the district's state ranking.

Dropout rates by ethnicity and gender are presented in Figure 3 for 1988-89 and 1989-90 only. Earlier data are not available. The highest dropout rate is shown by Native American males; however, the Native American males' rate decreased considerably from 14.58 percent in 1988-89 to 12.96 percent in 1989-90. Hispanic males have the second highest dropout rate and demonstrated a slight increase over the previous year. Native American females have the third highest dropout rate; however, like their male counterparts, their rate has dropped from 1988-89 levels. Unreported in Figure 3, the dropout rate for Black males is 11.87 percent; black females, 9.36 percent; Asian males, 7.11 percent; and Asian females, 5.08 percent. For a more detailed analysis, the reader should refer to the SDE *New Mexico Dropout Study* publication.

TABLE 4

NEW MEXICO DROPOUT RATES: GRADES 9-12

DISTRICT	1987-88 RATE	1987-88 RANK	1988-89 RATE	1988-89 RANK	1989-90 RATE	1989-90 RANK
ALAMOGORDO	8.6	65	15.88	85	15.9	86
ALBUQUERQUE	8.1	60	11.19	74	12.1	81
ANIMAS	2.4	21	3.30	29	0.6	10
ARTESIA	10.3	74	9.37	62	7.9	60
AZTEC	9.6	72	8.79	56	7.2	55
BELEN	4.6	36	4.80	36	13.9	85
BERNALILLO	9.2	69	11.64	76	12.7	82
BLOOMFIELD	8.6	65	10.04	69	10.2	74
CAPITAN	6.0	51	2.08	16	5.6	41
CARLSBAD	5.4	45	9.89	65	7.0	52
CARRIZOZO	3.0	24	10.00	68	3.2	25
CENTRAL	11.3	78	8.92	59	6.8	49
CHAMA	2.3	20	2.35	20	1.2	12
CIMARRON	6.7	54	4.94	38	3.4	27
CLAYTON	4.9	41	6.90	47	6.7	47
CLOUDCROFT	1.8	16	0.00	1	1.7	16
CLOVIS	6.1	53	6.83	46	6.9	50
COBRE	12.9	85	10.71	73	9.6	69
CORONA	2.9	23	3.03	27	0.0	1
CUBA	5.7	48	8.20	53	7.4	57
DEMING	11.1	77	10.59	72	9.2	67
DES MOINES	0.0	1	0.00	1	0.0	1
DEXTER	5.6	47	10.19	71	1.4	15
DORA	5.7	48	8.89	58	4.9	35
DULCE	7.4	56	2.94	24	8.8	65
ELIDA	0.0	1	0.00	1	0.0	1
ESPANOLA	n.a.	–	8.08	52	9.8	71
ESTANCIA	0.7	9	4.58	33	3.8	30
EUNICE	8.0	59	5.08	39	8.0	61
FARMINGTON	9.5	71	10.14	70	11.0	78
FLOYD	3.4	29	1.56	11	1.9	19
FT. SUMNER	3.6	30	2.91	23	8.3	63
GADSDEN	10.9	76	12.98	78	10.1	72
GALLUP-MCKINLEY	12.3	81	14.57	82	13.4	84
GRADY	0.0	1	0.00	1	0.0	1
GRANTS-CIBOLA	11.6	79	14.60	84	11.5	79
HAGERMAN	12.4	83	7.22	49	6.7	47

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TABLE 4, CONTINUED

DISTRICT	1987-88 RATE	1987-88 RANK	1988-89 RATE	1988-89 RANK	1989-90 RATE	1989-90 RANK
HATCH VALLEY	12.6	84	6.75	45	7.8	59
HOBBS	8.7	67	9.78	63	8.1	62
HONDO VALLEY	8.1	60	2.94	24	7.3	56
HOUSE	3.6	30	0.00	1	3.4	27
JAL	4.8	39	6.92	48	2.2	22
JEMEZ MOUNTAIN	1.0	11	5.31	40	5.0	36
JEMEZ VALLEY	2.0	18	4.76	35	1.1	11
LAKE ARTHUR	5.7	48	9.84	64	8.3	63
LAS CRUCES	8.7	67	8.99	60	10.1	72
LAS VEGAS CITY	2.5	22	6.33	44	1.2	12
LAS VEGAS WEST	4.6	36	8.86	57	15.9	86
LOGAN	4.5	35	2.15	18	3.1	24
LORDSBURG	10.3	74	14.59	83	13.1	83
LOS ALAMOS	1.1	12	1.67	14	1.9	19
LOS LUNAS	10.0	73	7.95	50	7.1	54
LOVING	4.7	38	1.98	15	5.6	41
LOVINGTON	8.2	62	11.49	75	10.6	76
MAGDALENA	5.3	43	8.41	54	19.0	88
MAXWELL	14.3	86	9.09	61	5.0	36
MELROSE	3.3	28	4.35	31	3.7	29
MESA VISTA	6.0	51	0.00	1	0.0	1
MORA	4.8	39	5.45	41	7.7	58
MORIARTY	8.2	62	8.63	55	3.2	25
MOSQUERO	0.0	1	0.00	1	0.0	1
MOUNTAINAIR	5.3	43	2.73	22	1.7	16
PECOS	1.5	13	2.11	17	6.0	44
PENASCO	2.2	19	4.72	34	2.3	23
POJOAQUE	5.0	42	4.88	37	5.5	40
PORTALES	9.3	70	8.03	51	7.0	52
QUEMADO	3.1	25	1.64	12	1.7	16
QUESTA	1.8	16	2.32	19	10.8	77
RATON	7.7	57	9.96	67	4.7	34
RESERVE	3.6	30	5.62	42	1.2	12
ROSWELL	8.2	62	16.31	86	8.8	65
ROY	0.0	1	2.94	24	0.0	1
RUIDOSO	21.5	88	13.70	79	6.9	50
SAN JON	0.0	1	0.00	1	0.0	1
SANTA FE	12.3	81	13.95	80	11.8	80
SANTA ROSA	3.2	26	4.57	32	4.4	31
SILVER CITY	3.2	26	5.74	43	5.8	43
SOCORRO	6.8	55	9.95	66	4.5	32
SPRINGER	0.8	10	1.65	13	5.0	36
TAOS	4.4	34	3.25	28	6.2	45
TATUM	4.3	33	2.42	21	4.6	33
TEXICO	1.5	13	3.70	30	5.3	39
TRUTH OR CONSEQ.	11.8	80	12.57	77	10.3	75
TUCUMCARI	5.4	45	16.73	87	6.6	46
TULAROSA	18.5	87	17.09	88	9.5	68
VAUGHN	1.6	15	0.00	1	0.0	1
WAGON MOUND	0.0	1	0.00	1	2.0	21
ZUNI	7.8	58	14.36	81	9.7	70
STATEWIDE	8.3		10.4		9.9	

Source: *New Mexico Dropout Study*, 1987-88, 1988-89, 1989-90 in press.

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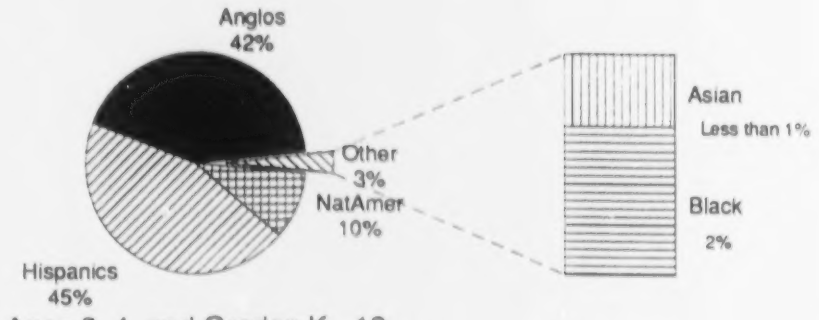
FIGURE 2

Student Enrollment by Ethnicity 1989-1990

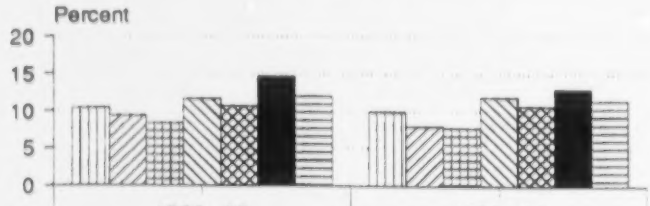


Ages 3, 4, and Grades K - 12

Source: SDE 40th Day Ethnicity Report

FIGURE 3

Selected Dropout Rates by Ethnicity and Gender



	1988 - 89	1989 - 90
State Rate	10.4	9.9
Anglo Male	9.32	7.98
Anglo Female	8.39	7.74
Hispanic Male	11.65	11.91
Hispanic Female	10.62	10.72
NatAmer Male	14.58	12.96
NatAmer Female	12.01	11.46

Earlier Data Not Available

Percent of Graduating Seniors and College Applicants With District Rankings

In Table 5, several indicators of the 1989-90 graduating class are reported. The percentage of New Mexico's high school seniors beginning the 12th grade who graduate ranges from a low of 80.2 percent (Las Vegas West) to 100 percent (18 districts tie at 100 percent). Of the districts achieving a 100 percent graduation rate, the numbers of graduates range from five students to 99 students.

The percentage of graduates applying to four-year institutions of higher learning range from a low of 5.6 percent (Pecos District, n = 2 out of 36 graduates) to a high of 100 percent (House District, n = 6). The reader should note that graduates who apply to two-year institutions (community colleges or technical colleges) are not included in this report.

TABLE 5
NEW MEXICO GRADUATION STATISTICS: 1989-90

DISTRICT	SENIORS BEGINNING 12TH GRADE	# SENIORS GRADUATING 12TH GRADE	% SENIORS GRADUATING 12TH GRADE	GRADUATION RATE RANKING	# GRADUATES APPLYING TO 4 YEAR COLLEGES	% GRADUATES APPLYING TO 4 YEARCOLLEGES
ALAMOGORDO	421	370	87.9	68	156	42.2
ALBUQUERQUE	4574	4475	97.8	23	2944	65.8
ANIMAS	47	46	97.9	22	24	52.2
ARTESIA	204	190	93.1	47	78	41.1
AZTEC	169	152	89.9	63	79	52.0
BELEN	239	200	83.7	83	47	23.5
BERNALILLO	122	119	97.5	25	36	30.3
BLOOMFIELD	217	190	87.6	69	39	20.5
CAPITAN	27	26	96.3	29	20	76.9
CARLSBAD	389	350	90.0	59	138	39.4
CARRIZOZO	27	25	92.6	51	11	44.0
CENTRAL	358	323	90.2	58	104	32.2
CHAMA VALLEY	41	38	92.7	50	20	52.6
CIMARRON	20	19	95.0	31	9	47.4
CLAYTON	52	51	98.1	21	28	54.9
CLOUDCROFT	30	28	93.3	43	24	85.7
CLOVIS	449	401	89.3	65	203	50.6
COBRE	99	99	100.0	1	66	66.7
CORONA	9	9	100.0	1	6	66.7
CUBA	61	49	80.3	87	12	24.5
DEMING	197	180	91.4	56	47	26.1
DES MOINES	8	7	87.5	70	5	71.4
DEXTER	41	35	85.4	78	9	25.7
DORA	10	9	90.0	59	5	55.6
DULCE	31	27	87.1	71	16	59.3
ELIDA	7	6	85.7	76	2	33.3
ESPANOLA	294	256	87.1	71	108	42.2
ESTANCIA	32	31	96.9	27	12	38.7
EUNICE	44	41	93.2	46	14	34.1
FARMINGTON	436	368	84.4	79	222	60.3
FLOYD	15	13	86.7	74	11	84.6
FT. SUMNER	20	20	100.0	1	12	60.0
GADSDEN	403	347	86.1	75	122	35.2
GALLUP-MCKINLEY	762	711	93.3	43	200	28.1
GRADY	11	10	90.9	57	5	50.0
GRANTS-CIBOLA	272	229	84.2	81	71	31.0
HAGERMAN	15	14	93.3	43	5	35.7
HATCH VALLEY	57	53	93.0	48	15	28.3
HOBBS	342	318	93.0	48	72	22.6
HONDO VALLEY	10	10	100.0	1	2	20.0
HOUSE	7	6	85.7	76	6	100.0
JAL	25	25	100.0	1	5	20.0
JEMEZ MOUNTAIN	31	31	100.0	1	10	32.3
JEMEZ VALLEY	39	32	82.1	86	6	18.8
LAKE ARTHUR	18	17	94.4	36	3	17.6
LAS CRUCES	1058	989	93.5	42	510	51.6
LAS VEGAS CITY	145	143	98.6	19	75	52.4
LAS VEGAS WEST	131	105	80.2	88	58	55.2

TABLE 5, CONTINUED

DISTRICT	SENIORS BEGINNING 12TH GRADE	# SENIORS GRADUATING 12TH GRADE	% SENIORS GRADUATING 12TH GRADE	GRADUATION RATE RANKING	# GRADUATES APPLYING TO 4 YEAR COLLEGES	% GRADUATES APPLYING TO 4 YEARCOLLEGES
LOGAN	16	15	93.8	40	6	40.0
LORDSBURG	44	39	88.6	67	20	51.3
LOS ALAMOS	284	269	94.7	35	204	75.8
LOS LUNAS	212	201	94.8	34	127	63.2
LOVING	40	36	90.0	59	11	30.6
LOVINGTON	155	130	83.9	81	68	52.3
MAGDALENA	28	28	100.0	1	7	25.0
MAXWELL	6	6	100.0	1	1	16.7
MELROSE	19	19	100.0	1	13	68.4
MESA VISTA	19	19	100.0	1	9	47.4
MORA	50	47	94.0	39	27	57.4
MORIARTY	138	131	94.9	32	74	56.5
MOSQUERO	6	6	100.0	1	5	83.3
MOUNTAINAIR	24	24	100.0	1	8	33.3
PECOS	39	36	92.3	53	2	5.6
PENASCO	67	64	95.5	30	14	21.9
POJOAQUE	104	98	94.2	37	24	24.5
PORTALES	139	121	87.1	71	42	34.7
QUEMADO	16	16	100.0	1	8	50.0
QUESTA	41	40	97.6	24	18	45.0
RATON	117	104	88.9	66	60	57.7
RESERVE	26	26	100.0	1	18	69.2
ROSWELL	514	497	96.7	28	169	34.0
ROY	7	7	100.0	1	6	85.7
RUIDOSO	99	89	89.9	63	51	57.3
SAN JON	9	9	100.0	1	4	44.4
SANTA FE	629	521	82.8	85	218	41.8
SANTA ROSA	65	54	83.1	84	20	37.0
SILVER CITY	242	238	98.3	20	151	63.4
SOCORRO	109	100	91.7	55	53	53.0
SPRINGER	38	35	92.1	54	13	37.1
TAOS	227	210	92.5	52	130	61.9
TATUM	39	37	94.9	32	10	27.0
TEXICO	33	32	97.0	26	19	59.4
TRUTH OR CONSEQ.	70	59	84.3	80	23	39.0
TUCUMCARI	120	108	90.0	59	56	51.9
TULAROSA	65	61	93.8	40	35	57.4
VAUGHN	10	10	100.0	1	3	30.0
WAGON MOUND	5	5	100.0	1	2	40.0
ZUNI	120	113	94.2	37	16	14.2

Source: SDE Graduation Survey, 1989-90 (internal report).

STUDENT ACHIEVEMENT INDICATORS

Introduction

Student achievement is measured by several state mandated tests. These tests are of two types, criterion-referenced and norm-referenced. A criterion-referenced test is designed to provide information on the specific knowledge or skills possessed by a student. The New Mexico Direct Writing Assessment and the High School Competency Examination are criterion-referenced examinations. These examinations are not meant, specifically, to be diagnostic, but they do indicate whether or not a student performs a given task satisfactorily. The student is not compared to any group of students; rather, the student's skill at a given task is evaluated. Scores on a criterion-referenced test are a measure of what the individual student knows or can do.

The Comprehensive Test of Basic Skills, on the other hand, is a norm-referenced examination, a test designed to provide information on how well a student performs in comparison to other students; that is, a student is compared statewide and nationally to either the mathematical "mean" (average) or the "median" (middle) score of all students tested. The student, rather than demonstrating a competency on task, is placed on a continuum with all the other students tested to show the student's ability in relationship to those other students.

The New Mexico Direct Writing Assessment is a state mandated, performance-based examination. A performance-based test may be either criterion- or norm-referenced. With a performance-based test, the student actually performs a task. Music students, for instance, often must play a solo piece of music for all or part of their grade. An example of a performance-based, criterion-referenced test might be for the student to play a four measure run of 32nd notes without error in order to qualify for promotion from the intermediate band to the performing orchestra. An example of a performance-based, norm-referenced test might be for the student to demonstrate his or her musical aptitude by rewriting a scale in a different key under a strict time limit. In this example, it is not only of interest that the student can perform the task, but how the student performed when compared to all the students tested, as well.

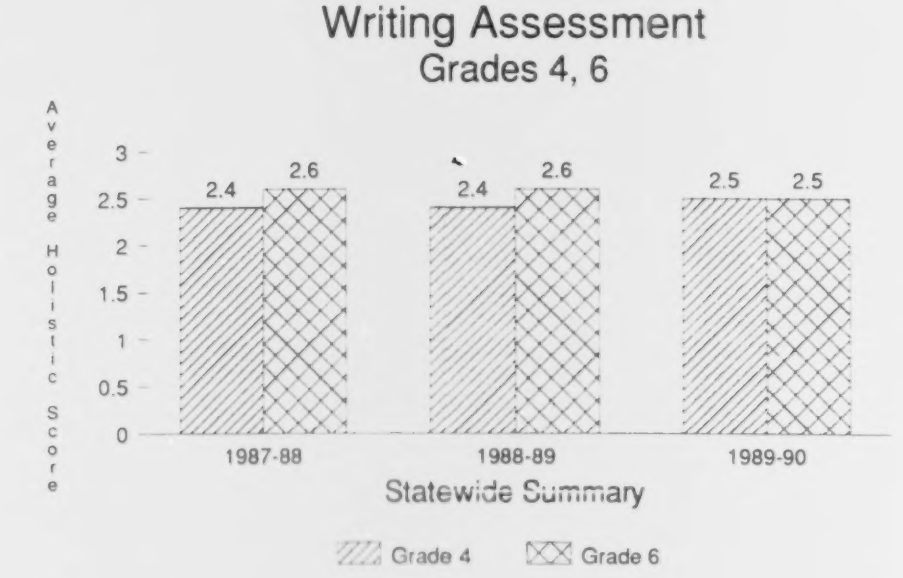
Each state mandated examination is described and scores are reported with district rankings in the "Student Achievement" section. One other test is reported here. While not a state mandated examination, the ACT is the college entrance examination used in New Mexico. Although the ACT is a norm-referenced examination, the ACT should not be used as an indicator of the general performance of New Mexico high school students. The ACT is an indicator only of those students expressing an interest in attending college, a percentage of all high school students.

New Mexico Direct Writing Assessment--Grades 4 and 6

The Direct Writing Assessment, a performance-based assessment, is administered to all fourth and sixth grade students in New Mexico. This assessment was mandated by the Public School Reform Act (1986). The Direct Writing Assessment is designed primarily for determining student problem areas while at the same time providing comparable district test data. Using the essential writing competencies, the writing assessment requires that students produce a narrative story in the fourth grade and a descriptive composition in the sixth grade. The student samples are graded holistically on a scale from 1 to 4. In focused holistic scoring, readers assign scores that reflect the general impression of quality of each composition. Readers are trained with sample papers, called range finders, to recognize what is established as a "1" paper, a "2" paper, a "3" paper and a "4" paper. A "4" paper is considered excellent. Two readers read each paper, and the two scores are averaged. If the raters disagree by more than one point, a third reader reads the paper, and the final score is the average of the two closest scores. The New Mexico Direct Writing Assessment reinforces the teaching of the writing process. Figure 4 depicts statewide holistic scores for grades 4 and 6 over a 3 year period.

Average statewide summary scores for grades 4 and 6 remained unchanged from 1987-88 to 1988-89. In 1989-90, grade 4 increased from 2.4 (out of 4.0) to 2.5, while grade 6 decreased from 2.6 (out of 4.0) to 2.5. District scores for the past 3 years and rankings are presented in Tables 6 and 7. A ranking of "1" indicates the highest score.

FIGURE 4



Maximum Score = 4.0

Source: SDE Student Profiles

New Mexico Achievement Assessment--Grades 3, 5, and 8

The New Mexico Achievement Assessment is administered to all third, fifth, and eighth grade students in New Mexico public schools. This year the assessment will continue as in the past two years. This assessment contains two sections, criterion-referenced and norm-referenced. On a *criterion-referenced test*, a student's performance is judged according to a specified standard, for example, the essential competencies. How much a student knows is the important guide. On a *norm-referenced test*, a student's score is interpreted by comparing it to the performance of other students. Whether or not a student knows more or less than other students is the important guide. The criterion-referenced assessment section is intended to provide specific information about students' achievement of the New Mexico essential competency skill areas mandated by the Public School Reform Act (1986). The norm-referenced section, using 1988 norms, is used to obtain standardized students achievement data for nationwide and statewide comparisons in the content areas of reading, spelling, language, mathematics, word analysis, science, and social studies. These results are used primarily for accountability purposes and programmatic decisions in accreditation and budget review. Tables 8, 9, and 10 report results for the past 3 years for grades 3, 5, and 8, respectively.

Median percentiles are reported for the CTBS during the past 2 years. To understand these results, a median is defined as the middle score from a set of scores. The "median national percentile" is 50. By looking at the reported

scores for the norm-referenced test, the reader is able to determine how far above or below the national median a particular district has scored. Norm-referenced scores only have been published by the State Department of Education and most districts. Criterion-referenced scores are generally not published but are available at a district's central office.

Both grade 3 and grade 5 summary results show an increase in all areas, reading, language, mathematics, and overall test battery total. Figures 5, 6, and 7 show data for two years only, as the CTBS/4 test was normed in 1988. The tables for grades 3, 5, and 8, however, show the three year data. Because of the norming of the new CTBS examination in 1988, the reader should not compare 1987-88 scores with either the 1988-89 or the 1989-90 scores.

As with grades 3 and 5, grade 8 scores exceed 1988-89 levels in all areas (see Figure 8).

College Entrance Examination (ACT) Results

The other norm-referenced test administered in New Mexico is the ACT, used as a college entrance examination. Results of the ACT are not representative of the high school students as a whole in New Mexico; rather, ACT scores are reflective of only those high school students expressing an interest in pursuing a college education for the particular year in which the test is taken. Thus, there is no norming date for the ACT, as each year's test is normed against itself.

ACT results for the 1987-88 and 1988-89 school years are presented in Table 11. District results for 1989-90 were not available from ACT at the time of publication of this report. For further analysis of both the ACT and SAT results, please refer to the SDE's *New Mexico ACT and SAT Results*.

Both norm-referenced tests administered in New Mexico, the CTBS (1989-90 results) and the ACT (1988-89 results), are reported by district clusters in Table 12. The cluster analysis is based on five factors selected by SDE personnel on the basis of national research. The intent here is to group districts along similar socio-economic-demographic variables that influence instruction (and thereby, test results) over which the school district has no control. Further explanation and district clusters were given in the Introduction. The reader should note, however, that two rankings are given in Table 12, the district's ranking among the 88 districts, as well as a "Within Cluster Rank." When reading this table, interpretation of results should be based not only on a district's state ranking, but how the state ranking places the district when ranked within its cluster. For instance, in 1989-90, for grade 3, the Taos School District ranks 59th out of the 88 districts, but it ranks 13th out of the 17 districts in its cluster of similar school districts.

The New Mexico High School Competency Examination

Beginning with the ninth grade class of 1986-87, New Mexico public school students were required to pass the High School Competency Examination to receive a New Mexico High School Diploma. The school year 1989-90 was the first year that graduating seniors were required to pass the examination (see Table 13). Seniors who did not pass the examination but fulfilled the other course and credit requirements were given the option of graduating with a certificate of completion or returning next year to take the HSCE again. Students could receive an exemption or waiver based on enrollment and specification on Individual Education Plans in special education or bilingual programs approved by the State School Superintendent. The New Mexico High School Competency Examination was designed as a measure of competence in basic academic skills in the areas of reading, language arts, mathematics, science, social studies, and written composition. Students are expected to pass this examination in the tenth grade. Those students who do not pass one or more subtests may retake those subtests not passed in the 11th and 12th grades.

The statewide summary (Figure 9) for the three years 1987-88 to 1989-90 for the percent of 10th grade students passing the HSCE on their first attempt shows that after a decrease from 70.4 percent in 1987-88 to 66.2 percent in 1988-89, the results for 1989-90 increased to an all-time high of 72.8 percent.

On individual subtests (see Figure 10), reading increased from 1987-88 (89.6%) to 1988-89 (90.5%) but decreased slightly in 1989-90, to 90.2 percent. In mathematics, students showed an increase from 1987-88 to 1988-89 but slipped back to the 1987-88 level last year. Science has shown steady increases from 86.4 percent to 87.0 percent last year, to 87.4 percent during 1989-90, an increase of one percentage point from 1987-88 levels. Social Studies scores decreased in 1988-89 from the previous year, 90.7 to 88.3 percent but rebounded to a high of 91.4 percent in 1989-90.

English scores show some of the most widely varying results, from 88.4 percent to 78.7 percent to a high of 94.2 percent this year. Part of this fluctuation may be explained by the inclusion of a sixth subtest this year. Composition (94.4 percent passing) was first offered as a separate subtest during the 1989-90 test administration (see Figure 10). While closer analysis is called for, this fluctuation may be attributable to not including the composition score with the English score. However, the separation of the two sections into different subtests should give a more accurate portrait of a student's competency.

Reading Assessment--Grades 1 and 2

The legislation passed during the 1989 Legislative Session modified the language of the Public School Reform Act (1986) that authorized the New Mexico Reading Assessment for grades 1 and 2. This modification removed the requirement that this assessment be norm-referenced. Thus, a three year comparison of scores cannot be presented.

A special committee including certified elementary reading specialists and teachers met in September, 1989, to review and further develop this assessment. The committee proposed the following recommendations:

1. Recognizing the variety of curricula and instructional methods necessary to appropriately teach reading to New Mexico students and the need for the reading assessment to support and be sensitive to instruction, it is recommended that each district select an appropriate assessment procedure for its students. It would be required that the assessment procedures selected by a district be purposefully conducted to assess student reading performance.

2. In order to continue the conversation about appropriate assessment of first and second grade students, to assist schools in developing appropriate reading assessment procedures, and to encourage the implementation of good assessment procedures in New Mexico schools, each district will develop a reading assessment plan to be reviewed by the special committee. This committee will recommend approval to the State Superintendent.

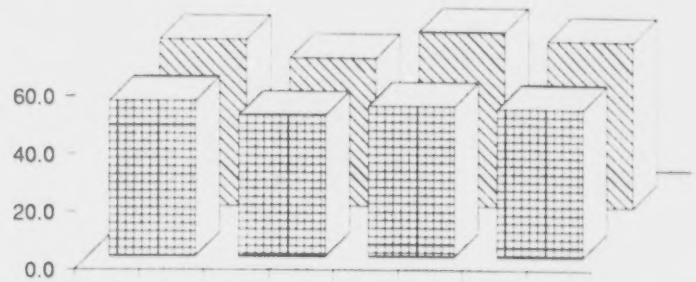
3. While the assessment of reading achievement for first and second grade students is primarily for identifying student problem areas and is instructionally focused, there is a recognized need for comparable statewide achievement information for policy and accountability purposes.

Following these recommendations, all districts were required to submit a District Reading Assessment Plan to the State Department of Education. Based on the results of the review by the special reading committee and by State Department of Education personnel, District Reading Assessment Plans need further development and implementation. However, districts have provided a valuable resource of ideas and assessment strategies that districts can share. All districts were required to submit a Report of Students' Reading Achievement. There were some problems in the reporting procedure. The State Department of Education considers the 1989-90 reading assessment process as a pilot project to test and improve the data collection procedures, and also to allow districts time needed to develop and improve reading assessment plans and reporting activities.

FIGURE 5

CTBS/Form Four
Grade 3

Median National Percentile = 50



	Reading	Language	Mathematics	Battery
Gr. 3 1989-90	56.8	50.6	59.5	56.6
Gr. 3 1988-89	53.7	48.8	52.1	51.1

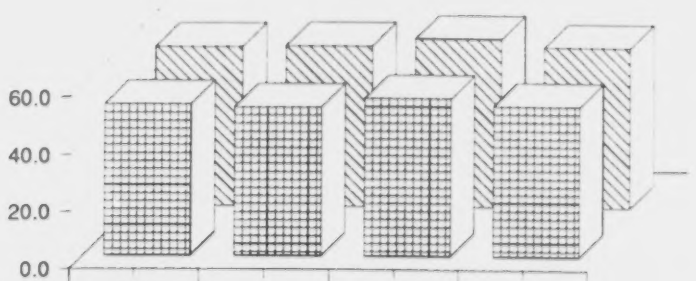
Statewide Summary

Normed 1988
Source: SDE Student Profiles

FIGURE 6

CTBS/Form Four
Grade 5

Median National Percentile = 50



	Reading	Language	Mathematics	Battery
Gr. 5 1989-90	55.5	55.9	58.5	55.8
Gr. 5 1988-89	53.0	52.1	55.2	52.7

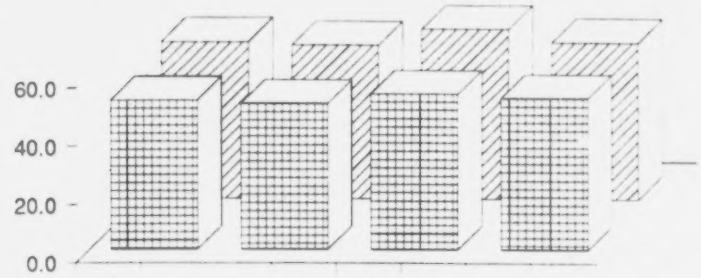
Statewide Summary

Normed 1988
Source: SDE Student Profile

FIGURE 7

CTBS/Form Four
Grade 8

Median National Percentile = 50



	Reading	Language	Mathematics	Battery
Gr. 8 1989-90	53.9	52.8	58.4	53.9
Gr. 8 1988-89	51.1	50.0	53.5	52.0

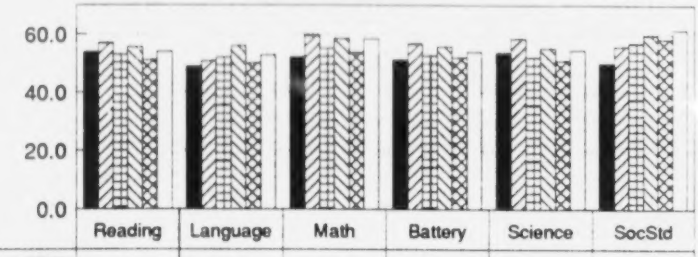
Statewide Summary

Normed 1988
Source: SDE Student Profiles

FIGURE 8

CTBS/Form Four, Grades 3, 5, 8
Subject Area Totals

Median National Percentile = 50

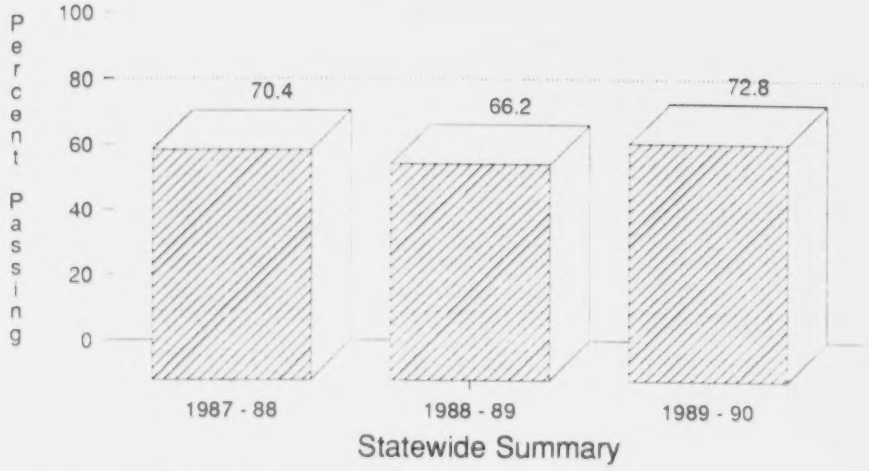


	Reading	Language	Math	Battery	Science	SocStd
Gr. 3 1988-89	53.7	48.8	52.1	51.1	53.5	49.9
Gr. 3 1989-90	56.8	50.6	59.5	56.6	58.5	55.8
Gr. 5 1988-89	53.0	52.1	55.2	52.7	52.1	56.8
Gr. 5 1989-90	55.5	55.9	58.5	55.8	55.1	59.7
Gr. 8 1988-89	51.1	50.0	53.5	52.0	50.8	58.2
Gr. 8 1989-90	53.9	52.8	58.4	53.9	54.5	61.6

Normed 1988
Source: SDE Student Profiles

FIGURE 9

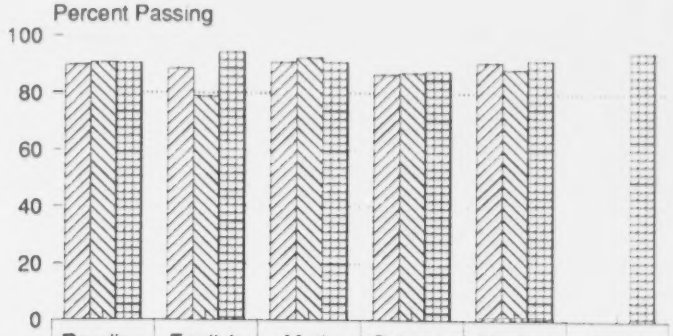
High School Competency Examination
Percent 10th Grade Passing All Subtests



Excludes Special Education if HSCE is not on Individual Education Plan (IEP)
Source: SDE Student Profile

FIGURE 10

High School Competency Examination
Individual Subtests



	Reading	English	Math	Science	SocStu	Comp
State 1987-88	89.6	88.4	90.6	86.4	90.7	
State 1988-89	90.5	78.7	92.3	87	88.3	
State 1989-90	90.2	94.2	90.6	87.4	91.4	94.4

(Composition given first in 1989-90)

Excludes Special Education when HSCE is not on Individual Education Plan (IEP)
Source: SDE Student Profile

TABLE 6
WRITING ASSESSMENT: GRADE 4
AVERAGE HOLISTIC SCORES: 1987-88 TO 1989-90

DISTRICT	1987-88 SCORE	1987-88 RANK	1988-89 SCORE	1988-89 RANK	1989-90 SCORE	1989-90 RANK
ALAMOGORDO	2.4	36	2.5	22	2.6	22
ALBUQUERQUE	2.3	53	2.5	22	2.5	31
ANIMAS	2.5	19	2.5	22	2.2	75
ARTESIA	2.3	53	2.5	22	2.7	10
AZTEC	2.4	36	2.5	22	2.5	31
BELEN	2.4	36	2.5	22	2.4	46
BERNALILLO	2.3	53	2.3	56	2.3	61
BLOOMFIELD	2.3	53	2.1	77	2.1	81
CAPITAN	2.3	53	2.3	56	2.6	22
CARLSBAD	2.5	19	2.6	16	2.7	10
CARRIZOZO	2.5	19	2.5	22	2.4	46
CENTRAL	2.3	53	2.2	69	2.3	61
CHAMA VALLEY	2.4	36	2.3	56	2.5	31
CIMARRON	2.7	8	2.7	11	2.7	10
CLAYTON	2.1	79	2.8	6	2.3	61
CLOUDCROFT	2.6	13	2.6	16	2.5	31
CLOVIS	2.3	53	2.3	56	2.4	46
COBRE	2.3	53	2.3	56	2.4	46
CORONA	2.3	53	2.8	6	2.7	10
CUBA	2.4	36	2.5	22	2.8	7
DEMING	2.3	53	2.4	40	2.4	46
DES MOINES	2.6	13	2.8	6	3.0	5
DEXTER	2.5	19	2.5	22	2.6	22
DORA	2.1	79	2.3	56	2.6	22
DULCE	2.1	79	2.1	77	2.3	61
ELIDA	2.9	2	3.3	1	3.1	4
ESPANOLA	2.3	53	2.3	56	2.4	46
ESTANCIA	2.5	19	2.9	4	2.6	22
EUNICE	2.3	53	2.4	40	2.3	61
FARMINGTON	2.5	19	2.4	40	2.5	31
FLOYD	2.4	36	2.8	6	2.7	10
FT. SUMNER	2.2	75	2.1	77	2.5	31
GADSDEN	2.1	79	2.2	69	2.1	81
GALLUP-MCKINLEY	2.3	53	2.2	69	2.2	75
GRADY	2.4	36	3.0	2	2.8	7
GRANTS-CIBOLA	2.5	19	2.4	40	2.4	46
HAGERMAN	2.6	13	2.2	69	2.7	10
HATCH	2.6	13	2.5	22	2.4	46
HOBBS	2.3	53	2.3	56	2.4	46
HONDO VALLEY	2.7	8	2.5	22	2.5	31
HOUSE	2.2	75	2.4	40	3.3	1
JAL	2.4	36	2.4	40	2.3	61
JEMEZ MOUNTAIN	1.9	87	2.1	77	2.2	75
JEMEZ VALLEY	2.4	36	2.3	56	2.3	61
LAKE ARTHUR	2.0	86	2.4	40	2.6	22
LAS CRUCES	2.5	19	2.6	16	2.5	31
LAS VEGAS CITY	2.7	8	2.7	11	2.7	10
LAS VEGAS WEST	2.3	53	2.3	56	2.3	61
LOGAN	2.8	4	2.7	11	2.8	7
LORDSBURG	2.5	19	2.2	69	2.5	31
LOS ALAMOS	2.7	8	2.7	11	2.7	10
LOS LUNAS	2.5	19	2.4	40	2.5	31
LOVING	2.3	53	2.4	40	2.5	31
LOVINGTON	2.4	36	2.2	69	2.3	61
MAGDALENA	1.7	88	2.3	56	2.0	88
MAXWELL	2.5	19	2.6	16	2.1	81
MELROSE	2.8	4	2.5	22	2.9	6
MESA VISTA	2.5	19	2.2	69	2.2	75
MORA	2.3	53	2.2	69	2.3	61
MORIARTY	2.3	53	2.5	22	2.6	22
MOSQUERO	2.3	53	2.8	6	3.3	1
MOUNTAINAIR	2.1	79	1.9	86	2.4	46
PECOS	2.2	75	2.4	40	2.3	61
PENASCO	2.2	75	2.7	11	2.4	46
POJOAQUE	2.4	36	2.4	40	2.7	10
PORTALES	2.5	19	2.6	16	2.5	31
QUEMADO	2.4	36	2.4	40	2.1	81
QUESTA	2.5	19	2.3	56	2.3	61
RATON	2.4	36	2.4	40	2.6	22
RESERVE	2.8	4	2.5	22	2.2	75
ROSWELL	2.4	36	2.4	40	2.4	46
ROY	3.2	1	3.0	2	3.2	3
RUIDOSO	2.8	4	2.5	22	2.7	10
SAN JON	2.4	36	1.9	86	2.4	46
SANTA FE	2.6	13	2.5	22	2.5	31
SANTA ROSA	2.1	79	2.6	16	2.4	46
SILVER CITY	2.3	53	2.3	56	2.3	61
SOCORRO	2.3	53	2.4	40	2.5	31
SPRINGER	2.5	19	2.9	4	2.5	31
TAOS	2.5	19	2.5	22	2.4	46
TATUM	2.5	19	2.1	77	2.7	10
TEXICO	2.6	13	2.4	40	2.1	81
TRUTH OR CONSEQ	2.7	8	2.5	22	2.7	10
TUCUMCARI	2.4	36	2.1	77	2.3	61
TULAROSA	2.3	53	2.0	85	2.1	81
VAUGHN	2.9	2	2.1	77	2.1	81
WAGON MOUND	2.1	79	1.9	86	2.2	75
ZUNI	2.4	36	2.1	77	2.6	22
STATEWIDE	2.4		2.4		2.5	

Source: *New Mexico Articulated Assessment System: Student Achievement Profile*, 1988-89.

TABLE 7
WRITING ASSESSMENT: GRADE 6
AVERAGE HOLISTIC SCORES: 1987-88 TO 1989-90

DISTRICT	1987-88 SCORE	1987-88 RANK	1988-89 SCORE	1988-89 RANK	1989-90 SCORE	1989-90 RANK
ALAMOGORDO	2.8	16	2.6	37	2.6	20
ALBUQUERQUE	2.5	55	2.6	37	2.5	36
ANIMAS	2.8	16	2.6	37	2.7	10
ARTESIA	2.5	55	2.5	53	2.5	36
AZTEC	2.6	42	2.6	37	2.5	36
BELEN	2.8	16	2.6	37	2.6	20
BERNALILLO	2.3	79	2.4	68	2.4	56
BLOOMFIELD	2.6	42	2.5	53	2.3	73
CAPITAN	2.9	12	2.3	77	2.7	10
CARLSBAD	2.6	42	2.5	53	2.5	36
CARRIZOZO	2.9	12	2.9	6	2.6	20
CENTRAL	2.1	87	2.4	68	2.3	73
CHAMA VALLEY	2.4	68	2.8	11	2.7	10
CIMARRON	3.1	4	2.8	11	2.9	3
CLAYTON	2.8	16	2.6	37	2.6	20
CLOUDCROFT	2.7	30	2.8	11	2.6	20
CLOVIS	2.6	42	2.6	37	2.6	20
COBRE	2.4	68	2.6	37	2.6	20
CORONA	3.0	9	2.9	6	2.4	56
CUBA	2.8	16	2.8	11	2.5	36
DEMING	2.7	30	2.4	68	2.6	20
DES MOINES	3.1	4	3.0	3	2.9	3
DEXTER	2.6	42	2.7	24	2.5	36
DORA	2.6	42	2.5	53	2.3	73
DULCE	2.8	16	2.7	24	2.7	10
ELIDA	3.0	9	2.5	53	2.8	7
ESPANOLA	2.5	55	2.3	77	2.5	36
ESTANCIA	2.7	30	2.7	24	2.2	81
EUNICE	2.3	79	2.4	68	2.4	56
FARMINGTON	2.8	16	2.7	24	2.6	20
FLOYD	2.8	16	2.7	24	2.7	10
FORT SUMNER	2.7	30	2.6	37	2.4	56
GADSDEN	2.3	79	2.5	53	2.3	73
GALLUP-MCKINLEY	2.2	85	2.2	82	2.3	73
GRADY	3.1	4	3.3	1	2.7	10
GRANTS-CIBOLA	2.7	30	2.6	37	2.5	36
HAGERMAN	2.5	55	2.3	77	2.0	84
HATCH	2.9	12	2.7	24	3.0	1
HOBBS	2.6	42	2.6	37	2.6	20
HONDO VALLEY	2.6	42	2.1	86	2.7	10
HOUSE	2.3	79	2.9	6	2.2	81
JAL	2.4	68	2.4	68	2.3	73
JEMEZ MOUNTAIN	2.2	85	2.2	82	2.0	84
JEMEZ VALLEY	2.7	30	2.2	82	2.4	56
LAKE ARTHUR	2.8	16	2.5	53	2.4	56
LAS CRUCES	2.7	30	2.7	24	2.6	20
LAS VEGAS CITY	2.8	16	2.8	11	2.4	56
LAS VEGAS WEST	2.5	55	2.5	53	2.4	56
LOGAN	3.4	1	2.8	11	3.0	1
LORDSBURG	2.6	42	2.4	68	2.5	36
LOS ALAMOS	3.2	2	3.0	3	2.9	3
LOS LUNAS	2.6	42	2.6	37	2.5	36
LOVING	2.7	30	2.7	24	2.4	56
LOVINGTON	2.4	68	2.5	53	2.5	36
MAGDALENA	1.9	88	2.1	86	1.8	88
MAXWELL	3.1	4	2.6	37	2.0	84
MELROSE	2.8	16	2.3	77	2.7	10
MESA VISTA	2.4	68	2.6	37	2.8	7
MORA	2.5	55	2.7	24	2.5	36
MORIARTY	2.7	30	2.8	11	2.7	10
MOSQUERO	3.1	4	2.8	11	2.3	73
MOUNTAINAIR	2.5	55	1.8	88	2.0	84
PECOS	2.6	42	2.2	82	2.5	36
PENASCO	2.7	30	2.8	11	2.4	56
POJOAQUE	2.8	16	2.8	11	2.6	20
PORTALES	2.7	30	2.9	6	2.5	36
QUEMADO	3.0	9	2.7	24	2.5	36
QUESTA	2.5	55	2.4	68	2.4	56
RATON	2.4	68	2.7	24	2.4	56
RESERVE	2.5	55	2.5	53	2.7	10
ROSWELL	2.5	55	2.7	24	2.5	36
ROY	3.2	2	3.1	2	2.9	3
RUIDOSO	2.8	16	2.8	11	2.5	36
SAN JON	2.8	16	3.0	3	2.6	20
SANTA FE	2.9	12	2.8	11	2.6	20
SANTA ROSA	2.4	68	2.7	24	2.3	73
SILVER CITY	2.5	55	2.6	37	2.8	7
SOCORRO	2.5	55	2.5	53	2.4	56
SPRINGER	2.3	79	2.5	53	2.6	20
TAOS	2.6	42	2.6	37	2.4	56
TATUM	2.5	55	2.5	53	2.5	36
TEXICO	2.4	68	2.4	68	2.2	81
TRUTH OR CONSEQ	2.4	68	2.5	53	2.5	36
TUCUMCARI	2.7	30	2.8	11	2.4	56
TULAROSA	2.4	68	2.4	68	2.6	20
VAUGHN	2.4	68	2.5	53	2.5	36
WAGON MOUND	2.6	42	2.9	6	2.4	56
ZUNI	2.3	79	2.3	77	2.4	56
STATEWIDE	2.6		2.6		2.5	

Source: *New Mexico Articulated Assessment System: Student Achievement Profile*, 1988-89.

TABLE 8

CTBS/FORM FOUR BATTERY' TOTALS: GRADE 3

DISTRICT	1987-88 BATTERY TOT.	1987-88 RANK	1988-89 BATTERY TOT.	1988-89 RANK	1989-90 BATTERY TOT.	1989-90 RANK
ALAMOGORDO	72	19	57.7	29	64.3	29
ALBUQUERQUE	67	30	56.7	33	63.4	32
ANIMAS	55	62	44.0	62	71.5	14
ARTESIA	65	35	57.5	30	64.0	31
AZTEC	72	19	48.7	51	59.1	38
BELEN	55	62	44.5	60	48.3	69
BERNALILLO	49	76	36.8	76	42.7	73
BLOOMFIELD	65	35	42.2	69	48.8	65
CAPITAN	71	24	52.0	42	66.0	26
CARLSBAD	78	10	64.9	14	68.2	21
CARRIZOZO	72	19	52.3	41	52.0	58
CENTRAL	45	80	36.6	77	36.2	81
CHAMA	68	29	56.0	35	60.0	37
CIMARRON	74	17	68.3	10	81.3	4
CLAYTON	62	47	48.0	54	57.5	45
CLOUDCROFT	78	10	68.0	11	79.8	7
CLOVIS	63	41	51.4	46	60.1	36
COBRE	55	62	40.5	70	49.8	64
CORONA	43	81	44.0	62	62.5	34
CUBA	43	81	36.3	78	36.0	82
DEMING	57	59	44.5	60	58.2	43
DES MOINES	62	47	57.0	32	59.0	39
DEXTER	66	32	44.0	62	50.3	59
DORA	90	1	96.8	1	86.5	1
DULCE	22	87	25.0	86	24.7	87
ELIDA	78	10	60.0	23	70.0	19
ESPANOLA	50	72	35.6	80	42.3	75
ESTANCIA	73	18	62.0	20	67.0	23
EUNICE	71	24	60.0	23	59.0	39
FARMINGTON	67	30	62.1	19	60.8	35
FLOYD	83	6	63.0	16	55.0	49
FT. SUMNER	64	38	51.5	45	50.0	63
GADSDEN	48	77	44.6	59	48.2	70
GALLUP-MCKINLEY	39	84	27.9	84	33.1	84
GRADY	90	1	94.3	2	75.3	11
GRANTS-CIBOLA	55	62	40.0	72	48.7	67
HAGERMAN	58	57	39.3	74	58.0	44
HATCH	72	19	62.5	17	63.0	33
HOBBS	63	41	56.5	34	58.4	42
HONDO VALLEY	63	41	54.0	37	76.5	9
HOUSE	66	32	82.0	3	72.5	12
JAL	78	10	44.0	62	40.5	78
JEMEZ MOUNTAIN	41	83	30.8	82	27.7	86
JEMEZ VALLEY	81	7	75.7	6	77.0	8
LAKE ARTHUR	87	4	40.0	72	67.0	23
LAS CRUCES	60	53	50.9	47	54.9	50
LAS VEGAS CITY	79	8	67.0	13	70.9	16
LAS VEGAS WEST	55	62	46.2	58	48.7	67
LOGAN	89	3	60.5	22	86.3	2
LORDSBURG	46	78	33.0	81	41.8	76
LOS ALAMOS	84	5	79.6	5	80.4	6
LOS LUNAS	50	72	48.3	52	52.1	57
LOVING	70	27	52.0	42	42.5	74
LOVINGTON	52	70	47.2	56	48.8	65
MAGDALENA	39	84	17.0	88	12.5	88
MAXWELL	53	68	59.0	25	67.3	22
MELROSE	75	14	62.5	17	66.0	26
MESA VISTA	59	55	51.7	44	76.3	10

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TABLE 8, CONTINUED

DISTRICT	1987-88 BATTERY TOT.	1987-88 RANK	1988-89 BATTERY TOT.	1988-89 RANK	1989-90 BATTERY TOT.	1989-90 RANK
MORA	57	59	40.3	71	55.5	48
MORIARTY	75	14	61.0	21	66.5	25
MOSQUERO	63	41	64.0	15	70.0	19
MOUNTAINAIR	46	78	57.3	31	53.7	55
PECOS	61	49	35.7	79	43.0	72
PENASCO	61	49	48.0	54	54.0	52
POJOAQUE	52	70	59.0	25	70.2	18
PORTALES	79	8	58.1	27	70.6	17
QUEMADO	57	59	46.5	57	65.3	28
QUESTA	65	35	42.6	68	81.3	4
RATON	59	55	50.3	48	54.0	52
RESERVE	71	24	73.0	7	85.0	3
ROSWELL	53	68	43.0	66	50.2	62
ROY	75	14	81.0	4	54.0	52
RUIDOSO	64	38	53.2	38	55.7	47
SAN JON	66	32	73.0	7	72.0	13
SANTA FE	70	27	57.9	28	56.2	46
SANTA ROSA	64	38	54.5	36	39.0	79
SILVER CITY	63	41	48.1	53	54.3	51
SOCORRO	61	49	49.3	49	53.7	55
SPRINGER	72	19	72.0	9	71.5	14
TAOS	61	49	48.8	50	50.3	59
TATUM	50	72	39.0	75	36.0	82
TEXICO	60	53	52.5	40	64.3	29
TRUTH OR CONSEQ.	55	62	67.6	12	50.3	59
TUCUMCARI	58	57	53.0	39	59.0	39
TULAROSA	63	41	43.0	66	41.6	77
VAUGHN	50	72	22.0	87	31.5	85
WAGON MOUND	17	88	26.0	85	48.0	71
ZUNI	36	86	29.2	83	36.5	80
STATEWIDE	63		49.9		55.8	

[1]Normed 1988. 1987-88 scores should not be used for comparison.

Source: *New Mexico Articulated Assessment System: Student Achievement Profile*, 1988-89.

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TABLE 9

CTBS/FORM FOUR BATTERY' TOTALS: GRADE 5

DISTRICT	1987-88 BATTERY TOT.	1987-88 RANK	1988-89 BATTERY TOT.	1988-89 RANK	1989-90 BATTERY TOT.	1989-90 RANK
ALAMOGORDO	69	14	64.1	12	61.7	21
ALBUQUERQUE	65	22	57.7	26	59.9	24
ANIMAS	59	40	53.0	35	49.0	66
ARTESIA	59	40	51.6	41	58.6	32
AZTEC	68	15	53.6	33	58.7	31
BELEN	54	60	46.7	55	50.8	56
BERNALILLO	43	76	42.0	66	41.6	80
BLOOMFIELD	61	32	48.2	50	53.3	49
CAPITAN	74	9	70.0	4	70.0	10
CARLSBAD	71	10	69.0	6	66.8	16
CARRIZOZO	77	4	59.0	24	84.0	3
CENTRAL	46	74	40.2	68	40.5	81
CHAMA	60	36	44.4	64	59.0	26
CIMARRON	75	7	63.0	15	70.0	10
CLAYTON	62	31	47.0	53	64.5	17
CLOUDCROFT	68	15	61.0	19	70.0	10
CLOVIS	61	32	52.8	36	58.8	30
COBRE	48	72	37.0	76	44.4	76
CORONA	39	81	52.0	40	46.0	71
CUBA	40	79	38.0	73	39.7	82
DEMING	56	52	52.3	39	54.7	43
DES MOINES	54	60	88.0	1	52.0	52
DEXTER	58	45	49.7	47	46.7	69
DORA	76	6	65.0	9	79.5	6
DULCE	38	82	28.7	85	32.0	85
ELIDA	32	87	60.5	20	88.0	1
ESPANOLA	43	76	37.5	75	49.8	61
ESTANCIA	59	40	46.0	58	54.3	47
EUNICE	64	27	37.0	76	50.0	59
FARMINGTON	59	40	60.3	21	57.9	35
FLOYD	58	45	37.0	76	54.0	48
FT. SUMNER	60	36	45.5	59	55.3	40
GADSDEN	38	82	38.6	72	42.3	77
GALLUP-MCKINLEY	35	85	27.6	86	34.3	83
GRADY	85	2	68.0	8	81.5	5
GRANTS-CIBOLA	51	66	47.3	51	50.2	58
HAGERMAN	43	76	51.0	42	52.5	50
HATCH	56	52	61.3	17	70.0	10
HOBBS	58	45	61.2	18	58.3	33
HONDO VALLEY	66	19	37.0	76	59.0	26
HOUSE	78	3	40.0	69	42.0	79
JAL	51	66	52.5	38	59.0	26
JEMEZ MOUNTAIN	38	82	35.0	82	58.0	34
JEMEZ VALLEY	66	19	42.0	66	49.3	65
LAKE ARTHUR	40	79	51.0	42	57.0	38
LAS CRUCES	61	32	55.6	29	57.1	37
LAS VEGAS CITY	77	4	77.7	3	69.9	14
LAS VEGAS WEST	58	45	53.6	33	49.5	62
LOGAN	67	18	70.0	4	74.0	7
LORDSBURG	65	22	50.7	44	50.0	59
LOS ALAMOS	89	1	81.9	2	84.3	2
LOS LUNAS	51	66	46.1	57	45.4	73
LOVING	63	28	39.7	70	54.5	45
LOVINGTON	54	60	58.6	25	59.3	25
MAGDALENA	23	88	24.0	87	23.0	87
MAXWELL	61	32	30.0	84	59.0	26
MELROSE	45	75	65.0	9	84.0	3
MESA VISTA	50	70	55.5	30	51.0	54

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TABLE 9, CONTINUED

DISTRICT	1987-88 BATTERY TOT.	1987-88 RANK	1988-89 BATTERY TOT.	1988-89 RANK	1989-90 BATTERY TOT.	1989-90 RANK
MORA	68	15	45.5	59	51.0	54
MORIARTY	71	10	63.6	13	74.0	7
MOSQUERO	63	28	46.3	56	42.3	77
MOUNTAINAIR	57	50	50.0	46	54.5	45
PECOS	48	72	39.0	71	49.4	64
PENASCO	54	60	37.0	76	54.7	43
POJOAQUE	56	52	52.8	36	52.0	52
PORTALES	70	13	64.6	11	70.3	9
QUEMADO	65	22	38.0	73	62.0	19
QUESTA	51	66	47.3	51	55.8	39
RATON	65	22	48.8	49	49.5	62
RESERVE	50	70	63.5	14	60.5	23
ROSWELL	60	36	50.3	45	50.3	57
ROY	71	10	68.5	7	69.0	15
RUIDOSO	60	36	55.0	31	57.5	36
SAN JON	65	22	60.0	22	61.0	22
SANTA FE	66	19	59.6	23	63.0	18
SANTA ROSA	56	52	56.0	28	62.0	19
SILVER CITY	59	40	49.0	48	48.9	67
SOCORRO	55	56	32.3	83	44.8	75
SPRINGER	75	7	63.0	15	55.3	40
TAOS	58	45	44.8	63	55.3	40
TATUM	55	56	57.0	27	33.7	84
TEXICO	57	50	54.0	32	47.5	68
TRUTH OR CONSEQ.	54	60	47.0	53	52.3	51
TUCUMCARI	63	28	45.5	59	46.7	69
TULAROSA	53	65	44.3	65	45.6	72
VAUGHN	55	56	45.0	62	45.0	74
WAGON MOUND	55	56	21.0	88	18.3	88
ZUNI	35	85	35.7	81	29.3	86
STATEWIDE	56		56.8		58.2	

[1]Normed 1988. 1987-88 scores should not be used for comparison.

Source: *New Mexico Articulated Assessment System: Student Achievement Profile*, 1988-89.

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TABLE 10

CTBS/FORM FOUR BATTERY[1] TOTALS: GRADE 8

DISTRICT	1987-88 BATTERY TOT.	1987-88 RANK	1988-89 BATTERY TOT.	1988-89 RANK	1989-90 BATTERY TOT.	1989-90 RANK
ALAMOGORDO	68	14	60.6	13	62.6	18
AIBUQUERQUE	66	19	59.1	18	61.0	20
ANIMAS	55	51	46.5	54	48.5	58
ARTESIA	66	19	55.2	31	53.4	46
AZTEC	68	14	62.8	8	60.5	24
BELEN	59	35	43.1	67	41.3	72
BERNALILLO	42	80	32.0	82	30.5	86
BLOOMFIELD	59	35	48.7	49	54.6	42
CAPITAN	60	34	53.8	34	62.0	19
CARLSBAD	68	14	54.8	32	55.2	38
CARRIZOZO	78	5	64.0	7	69.7	11
CENTRAL	41	82	36.4	77	35.3	83
CHAMA	53	55	57.5	25	44.5	66
CIMARRON	56	47	53.5	36	75.0	6
CLAYTON	77	6	58.5	21	69.0	12
CLOUDCROFT	86	2	62.0	10	55.0	39
CLOVIS	57	40	52.3	38	60.9	23
COBRE	50	69	44.4	61	46.3	63
CORONA	68	14	48.0	50	69.0	12
CUBA	55	51	36.5	76	42.7	68
DEMING	48	70	44.5	59	50.0	55
DES MOINES	64	25	59.0	19	71.0	9
DEXTER	59	35	34.0	81	45.0	64
DORA	66	19	59.5	16	61.0	20
DULCE	34	85	22.7	87	38.7	78
ELIDA	46	74	49.5	46	88.0	2
ESPANOLA	45	75	34.9	80	37.0	81
ESTANCIA	52	60	50.7	43	59.7	27
EUNICE	47	72	46.0	55	54.7	41
FARMINGTON	57	40	53.6	35	56.9	35
FLOYD	73	9	48.0	50	72.3	8
FT. SUMNER	53	55	37.0	75	58.3	29
GADSDEN	52	60	39.3	71	46.8	62
GALLUP-MCKINLEY	20	88	30.1	85	34.5	84
GRADY	85	3	74.5	3	68.0	14
GRANTS-CIBOLA	44	76	45.0	58	42.3	69
HAGERMAN	53	55	44.0	62	52.8	48
HATCH	57	40	44.0	62	58.2	30
HOBBS	52	60	49.3	47	53.8	43
HONDO VALLEY	51	63	57.5	25	52.0	51
HOUSE	77	6	64.5	6	76.0	5
JAL	39	84	45.2	57	49.0	56
JEMEZ MOUNTAIN	41	82	51.0	41	41.7	71
JEMEZ VALLEY	54	54	36.0	78	32.3	85
LAKE ARTHUR	57	40	43.0	68	63.0	17
LAS CRUCES	56	47	57.9	24	53.7	44
LAS VEGAS CITY	64	25	53.5	36	50.8	54
LAS VEGAS WEST	43	78	30.3	84	41.1	73
LOGAN	62	30	52.0	39	61.0	20
LORDSBURG	63	27	41.0	70	39.8	77
LOS ALAMOS	90	1	86.8	1	88.2	1
LOS LUNAS	59	35	51.8	40	53.7	44
LOVING	51	63	44.5	59	40.5	75
LOVINGTON	53	55	58.0	22	52.7	49
MAGDALENA	34	85	37.3	74	13.5	88
MAXWELL	83	4	60.0	15	65.0	16
MELROSE	66	19	49.0	48	75.0	6
MESA VISTA	51	63	54.3	33	43.3	67

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TABLE 10, CONTINUED

DISTRICT	1987-88 BATTERY TOT.	1987-88 RANK	1988-89 BATTERY TOT.	1988-89 RANK	1989-90 BATTERY TOT.	1989-90 RANK
MORA	51	63	38.0	72	41.8	70
MORIARTY	69	13	62.8	8	55.8	3
MOSQUERO	55	51	44.0	62	58.0	31
MOUNTAINAIR	47	72	26.0	86	38.0	79
PECOS	42	80	36.0	78	40.0	76
PENASCO	72	10	47.5	53	66.0	15
POJOAQUE	57	40	45.3	56	47.5	60
PORTALES	63	27	59.4	17	57.8	33
QUEMADO	63	27	60.5	14	80.0	4
QUESTA	48	70	37.7	73	51.0	53
RATON	56	47	49.6	45	54.8	40
RESERVE	68	14	72.0	4	59.0	28
ROSWELL	66	19	58.9	20	60.5	24
ROY	77	6	56.5	30	71.0	9
RUIDOSO	71	12	57.5	25	58.0	31
SAN JON	43	78	76.0	2	48.0	59
SANTA FE	66	19	61.3	12	59.9	26
SANTA ROSA	59	35	43.4	66	52.0	51
SILVER CITY	57	40	50.7	43	52.7	49
SOCORRO	53	55	31.3	83	37.3	80
SPRINGER	51	63	58.0	22	49.0	56
TAOS	62	30	47.7	52	57.1	34
TATUM	61	32	62.0	10	41.0	74
TEXICO	61	32	65.5	5	82.0	3
TRUTH OR CONSEQ.	57	40	57.3	28	53.2	47
TUCUMCARI	56	47	57.3	28	47.3	61
TULAROSA	51	63	44.0	62	37.0	81
VAUGHN	44	76	43.0	68	45.0	64
WAGON MOUND	72	10	51.0	41	55.5	37
ZUNI	32	87	19.3	88	22.5	87
STATEWIDE	64		58.2		61.6	

[1]Normed 1988. 1987-88 scores should not be used for comparison.

Source: *New Mexico Articulated Assessment System: Student Achievement Profile*, 1988-89.

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TABLE 11
ACT TOTALS AND DISTRICT RANKINGS

DISTRICT	1987-88	1987-88 RANK	1988-89	1988-89 RANK	DISTRICT	1987-88	1987-88 RANK	1988-89	1988-89 RANK
ALAMOGORDO	19.4	7	19.6	6	LAKE ARTHUR	13.6	76	10.0	87
ALBUQUERQUE	19.5	6	19.5	9	LAS CRUCES	19.0	10	18.9	12
ANIMAS	16.7	45	15.3	56	LAS VEGAS CITY	15.6	55	15.3	56
ARTESIA	17.2	37	16.2	49	LAS VEGAS WEST	15.2	60	12.4	79
AZTEC	19.0	10	17.7	22	LOGAN	18.6	17	20.0	4
BELEN	16.8	43	16.8	39	LORDSBURG	15.7	54	15.3	56
BERNALILLO	16.7	45	17.3	29	LOS ALAMOS	22.4	3	22.9	1
BLOOMFIELD	22.7	1	19.8	5	LOS LUNAS	17.0	39	17.4	27
CAPITAN	18.4	20	19.6	6	LOVING	--	--	--	--
CARLSBAD	18.2	23	17.7	22	LOVINGTON	17.3	35	17.7	22
CARRIZOZO	15.2	60	19.5	9	MAGDALENA	10.3	85	12.3	80
CENTRAL	14.8	67	14.2	68	MAXWELL	--	--	16.5	44
CHAMA	15.8	52	14.2	68	MELROSE	17.6	27	15.3	56
CIMARRON	14.9	66	16.3	47	MESA VISTA	14.2	71	12.7	78
CLAYTON	18.4	20	18.2	17	MORA	13.6	76	13.8	72
CLOUDCROFT	18.7	16	20.1	3	MORIARTY	19.3	8	19.1	11
CLOVIS	17.5	30	18.1	20	MOSQUERO	17.4	33	11.4	84
COBRE	17.3	35	15.0	62	MOUNTAINAIR	15.3	59	20.3	2
CORONA	20.6	5	15.8	52	PECOS	16.8	43	17.0	34
CUBA	12.1	82	13.4	77	PENASCO	14.8	67	13.9	71
DEMING	17.4	33	16.9	36	POJOAQUE	18.1	24	15.9	51
DES MOINES	17.0	39	17.9	21	PORTALES	17.6	27	16.9	36
DEXTER	16.7	45	17.1	33	QUEMADO	19.0	10	17.4	27
DORA	15.2	60	15.3	56	QUESTA	14.7	69	15.1	61
DULCE	13.4	78	10.9	85	RATON	17.6	27	17.0	34
ELIDA	16.6	48	12.0	81	RESERVE	19.1	9	14.9	64
ESPANOLA	15.1	64	14.4	67	ROSWELL	18.9	15	18.6	13
ESTANCIA	15.1	64	16.6	43	ROY	19.0	10	16.7	42
EUNICE	15.8	52	17.2	32	RUIDOSO	17.5	30	18.2	17
FARMINGTON	18.6	17	18.4	16	SAN JON	22.7	1	16.2	49
FLOYD	15.4	58	16.8	39	SANTA FE	18.5	19	18.6	13
FT. SUMNER	17.9	25	16.9	36	SANTA ROSA	12.7	80	16.5	44
GADSDEN	15.5	57	14.6	65	SILVER CITY	17.0	39	15.7	53
GALLUP-MCKINLEY	14.2	71	13.5	75	SOCORRO	16.6	48	17.3	29
GRADY	20.9	4	18.5	15	SPRINGER	16.2	51	14.6	65
GRANTS-CIBOLA	14.3	70	15.5	55	TAOS	17.1	38	17.6	25
HAGERMAN	14.0	73	11.7	83	TATUM	16.3	50	15.7	53
HATCH	13.1	79	16.8	39	TEXICO	17.7	26	16.3	47
HOBBS	19.0	10	18.2	17	TRUTH OR CONSEQ.	17.5	30	17.3	29
HONDO	12.4	81	13.5	75	TUCUMCARI	15.6	55	16.5	44
HOUSE	18.3	22	19.6	6	TULAROSA	13.9	74	15.0	62
JAL	15.2	60	17.6	25	VAUGHN	11.9	84	14.0	70
JEMEZ MOUNTAIN	13.9	74	13.6	74	WAGON MOUND	17.0	39	12.0	81
JEMEZ VALLEY	12.1	82	13.8	72	ZUNI	10.0	86	10.7	86

Note: 1989-90 ACT results by district were unavailable at time of publication.

Source: *New Mexico ACT and SAT Results*, 1988-89.

TABLE 12

CTBS AND ACT RANKINGS BY SCHOOL CLUSTER

	CTBS/GRADE 3		CTBS/GRADE 5		CTBS/GRADE8		ACT SCORES	
DISTRICT	1989-90 STATE RANK	WITHIN CLUSTER RANK	1989-90 STATE RANK	WITHIN CLUSTER RANK	1989-90 STATE RANK	WITHIN CLUSTER RANK	1988-89 STATE RANK	WITHIN CLUSTER RANK
ALBUQUERQUE	32	6	24	5	20	2	9	3
ARTESIA	31	5	32	7	46	9	49	13
BELEN	69	16	56	12	72	16	39	11
BLOOMFIELD	65	14	49	10	42	6	5	2
GADSDEN	70	17	77	17	62	15	65	17
LAS CRUCES	50	9	37	8	44	7	12	4
LAS VEGAS CITY	16	2	14	3	54	12	56	16
LOS ALAMOS	6	1	2	1	1	1	1	1
LOS LUNAS	57	12	73	15	44	7	27	8
LOVINGTON	65	14	25	6	49	10	22	6
POJOAQUE	18	4	52	11	60	13	51	14
PORTALES	17	3	9	2	33	4	36	10
SANTA FE	46	8	18	4	26	3	13	5
SILVER CITY	51	10	67	13	49	10	53	15
SOCORRO	55	11	75	16	80	17	29	9
TAOS	59	13	40	9	34	5	25	7
TUCUMCARI	39	7	69	14	61	14	44	12
ANIMAS	14	9	66	17	58	18	56	15
CAPITAN	26	11	10	7	19	12	6	3
CARRIZOZO	58	19	3	2	11	8	9	5
CIMARRON	4	4	10	7	6	4	47	12
CLAYTON	45	17	17	11	12	9	17	7
CLOUDCROFT	7	5	10	7	39	16	3	1
CORONA	34	14	71	18	12	9	52	14
DES MOINES	39	15	52	15	9	6	21	8
DORA	1	1	6	5	20	13	56	15
ELIDA	19	10	1	1	2	1	81	19
EUNICE	39	15	59	16	41	17	32	10
GRADY	11	6	5	4	14	11	15	6
HOUSE	12	7	79	19	5	3	6	3
LOGAN	2	2	7	6	20	13	4	2
MELROSE	26	11	3	2	6	4	56	15
QUEMADO	28	13	19	12	4	2	27	9
RESERVE	3	3	23	14	28	15	64	18
ROY	52	18	15	10	9	6	42	11
SAN JON	13	8	22	13	59	19	49	13
BERNALILLO	73	5	80	10	86	12	29	1
CENTRAL	81	10	81	11	83	10	68	10
COBRE	64	3	76	9	63	4	62	7
DEMING	43	2	43	3	55	3	36	2
ESPANOLA	75	6	61	6	81	8	67	9
GALLUP-MCKINLEY	84	11	83	12	84	11	75	12
GRANTS-CIBOLA	67	4	58	4	69	6	55	4
LORDSBURG	76	7	59	5	77	7	56	5
MAGDALENA	88	13	87	13	88	13	80	13
QUEST	4	1	39	2	53	2	61	6
SANTA ROSA	79	9	19	1	51	1	44	3
TULAROSA	77	8	72	7	81	8	62	7
VAUGHN	85	12	74	8	64	5	70	11

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TABLE 12, CONTINUED

DISTRICT	CTBS/GRADE 3		CTBS/GRADE 5		CTBS/GRADE8		ACT SCORES	
	1989-90 STATE RANK	WITHIN CLUSTER RANK	1989-90 STATE RANK	WITHIN CLUSTER RANK	1989-90 STATE RANK	WITHIN CLUSTER RANK	1988-89 STATE RANK	WITHIN CLUSTER RANK
DEXTER	59	7	69	10	64	9	33	2
ESTANCIA	23	2	47	6	27	5	43	5
FLOYD	49	6	48	7	8	2	39	4
FT. SUMNER	63	8	40	4	29	6	36	3
HAGERMAN	44	5	50	8	48	7	83	9
JAL	78	10	26	1	56	8	25	1
LAKE ARTHUR	23	2	38	3	17	4	86	10
LOVING	74	9	45	5	75	11	.	.
MAXWELL	22	1	26	1	16	3	44	6
TATUM	82	11	84	11	74	10	53	8
TEXICO	29	4	68	9	3	1	47	7
CHAMA	37	7	26	2	66	8	68	6
CUBA	82	16	82	15	68	10	77	12
DULCE	87	18	85	16	78	15	85	17
HATCH	33	6	10	1	30	2	39	4
HONDO VALLEY	9	2	26	2	51	6	75	11
JEMEZ MOUNTAIN	86	17	34	4	71	12	74	10
JEMEZ VALLEY	8	1	65	13	85	17	72	8
LAS VEGAS WEST	67	12	62	10	73	13	79	14
MESA VISTA	10	3	54	8	67	9	78	13
MORA	48	8	54	8	70	11	72	8
MOSQUERO	19	5	77	14	31	3	84	16
MOUNTAINAIR	55	11	45	7	79	16	2	1
PECOS	72	14	64	12	76	14	34	2
PENASCO	52	9	43	6	15	1	71	7
RATON	52	9	62	10	40	5	34	2
SPRINGER	14	4	40	5	56	7	65	5
WAGON MOUND	71	13	88	18	37	4	81	15
ZUNI	80	15	86	17	87	18	86	18
ALAMOGORDO	29	3	21	3	18	1	6	1
AZTEC	38	6	31	5	24	3	22	8
CARLSBAD	21	1	16	2	38	8	22	8
CLOVIS	36	5	30	4	23	2	20	7
FARMINGTON	35	4	35	7	35	6	16	4
HOBBS	42	7	33	6	43	9	17	5
MORIARTY	25	2	7	1	36	7	11	2
ROSWELL	62	10	57	10	24	3	13	3
RUIDOSO	47	8	36	8	31	5	17	5
TRUTH OR CONSEQ.	59	9	51	9	47	10	29	10

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TABLE 13
HIGH SCHOOL COMPETENCY EXAMINATION: PERCENT OF GRADE 10 STUDENTS PASSING ALL SUBTESTS[1]

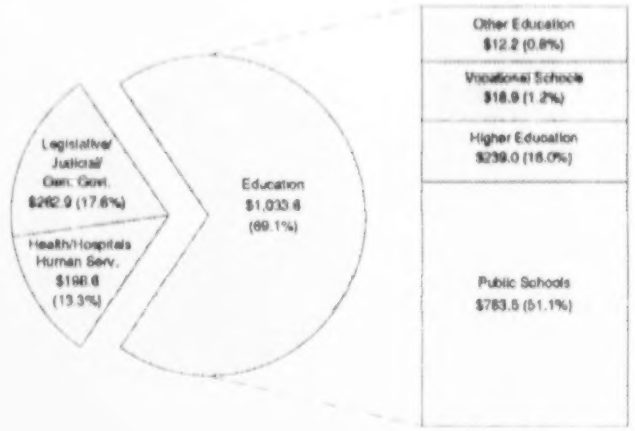
DISTRICT	1987-88 PERCENT	1988-89 PERCENT	1989-90 PERCENT	1989-90 RANK	DISTRICT	1987-88 PERCENT	1988-89 PERCENT	1989-90 PERCENT	1989-90 RANK
ALAMOGORDO	80.1	70.2	76.2	35	LAS CRUCES	69.6	60.0	66.3	61
ALBUQUERQUE	78.3	76.4	81.0	25	LAS VEGAS CITY	68.9	70.3	81.4	23
ANIMAS	80.4	71.1	61.1	67	LAS VEGAS WEST	65.4	53.0	55.5	78
ARTESIA	75.1	73.7	82.9	20	LOGAN	88.2	60.0	71.4	46
AZTEC	74.7	77.3	80.2	26	LORDSBURG	62.3	59.3	67.5	58
BELEN	69.5	60.9	73.3	39	LOS ALAMOS	93.9	92.9	96.8	3
BERNALILLO	56.4	42.7	51.3	82	LOS LUNAS	75.7	67.4	78.5	30
BLOOMFIELD	69.8	64.1	69.6	51	LOVING	60.0	33.3	69.6	51
CAPITAN	85.7	82.8	77.1	32	LOVINGTON	67.4	59.9	71.3	48
CARLSBAD	68.7	60.0	67.9	57	MAGDALENA	44.8	32.0	41.7	87
CARRIZOZO	66.7	56.0	83.3	19	MAXWELL	66.7	75.0	92.9	6
CENTRAL	62.0	58.0	57.9	73	MELROSE	90.9	66.7	90.0	9
CHAMA	70.2	58.1	66.7	59	MESA VISTA	76.2	75.0	65.0	62
CIMARRON	82.6	81.8	80.0	27	MORA	40.7	37.8	58.7	72
CLAYTON	84.0	67.3	90.6	8	MORIARTY	76.2	81.2	85.3	18
CLOUDCROFT	100.0	69.0	80.0	27	MOSQUERO	80.0	85.7	88.9	12
CLOVIS	68.6	62.3	70.7	49	MOUNTAINAIR	71.4	88.2	38.5	88
COBRE	64.4	71.7	69.2	54	PECOS	60.5	52.3	55.6	77
CORONA	66.7	75.0	85.7	17	PENASCO	67.6	63.5	87.9	15
CUBA	46.0	61.9	53.6	79	POJOAQUE	66.2	80.2	71.9	44
DEMING	80.7	76.5	77.5	31	PORTALES	62.2	68.9	66.7	59
DES MOINES	83.3	83.3	87.5	16	QUEMADO	68.8	69.2	82.4	21
DEXTER	56.0	73.1	59.3	70	QUESTA	48.9	58.5	69.6	51
DORA	90.0	63.6	90.0	9	RATON	70.1	68.8	72.7	42
DULCE	59.5	63.0	59.3	70	RESERVE	70.0	84.6	90.0	9
ELIDA	88.9	83.3	71.4	46	ROSWELL	73.2	57.0	76.8	33
ESPANOLA	55.6	44.6	56.1	76	ROY	75.0	71.4	100.0	1
ESTANCIA	74.2	75.0	73.3	39	RUIDOSO	81.9	77.4	94.5	4
EUNICE	81.1	68.3	60.0	68	SAN JON	66.7	63.6	69.2	54
FARMINGTON	71.1	69.9	72.8	41	SANTA FE	71.7	67.6	74.3	37
FLOYD	53.8	76.9	93.8	5	SANTA ROSA	55.9	68.6	59.5	69
FT. SUMNER	70.0	62.5	50.0	83	SILVER CITY	68.5	67.5	76.3	34
GADSDEN	59.1	52.6	63.4	66	SOCORRO	69.0	64.2	81.2	24
GALLUP-MCKINLEY	52.4	47.0	56.8	74	SPRINGER	83.8	37.5	56.7	75
GRADY	92.3	55.6	88.9	12	TAOS	66.0	75.0	69.7	50
GRANTS-CIBOLA	56.5	52.4	53.2	80	TATUM	63.3	65.0	92.6	7
HAGERMAN	50.0	61.1	63.6	65	TEXICO	91.9	65.0	80.0	27
HATCH	58.9	56.9	64.2	63	TRUTH OR CONSEQ.	72.7	66.0	71.6	45
HOBBS	55.8	57.9	50.0	83	TUCUMCARI	62.9	63.6	72.4	43
HONDO	66.7	44.4	44.4	86	TULAROSA	62.5	63.9	68.4	56
HOUSE	100.0	60.0	88.9	12	VAUGHN	70.0	55.6	52.9	81
JAL	83.3	81.8	76.0	36	WAGON MOUND	71.4	80.0	100.0	1
JEMEZ MOUNTAIN	75.9	64.0	64.0	64	ZUNI	28.4	26.3	48.1	85
JEMEZ VALLEY	59.0	31.8	74.3	37					
LAKE ARTHUR	64.7	53.3	82.4	21	STATEWIDE	70.4	66.2	72.8	

[1]Excludes Special Education when HSCE is not in the individual's educational plan (IEP).

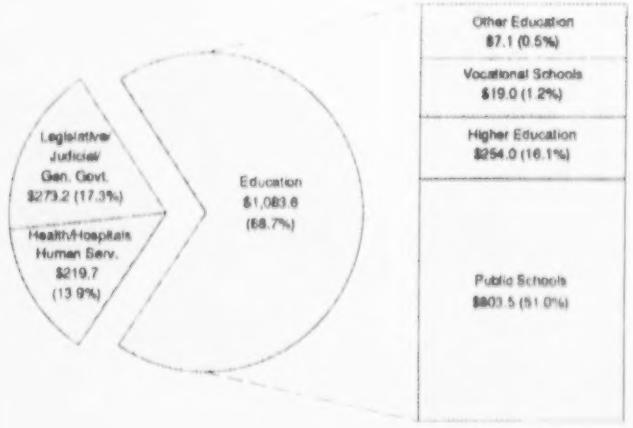
Source: *New Mexico Articulated Assessment System. Student Achievement Profile*, 1988-89.

FIGURE 11
NEW MEXICO STATE GENERAL FUND APPROPRIATIONS
(In Millions)

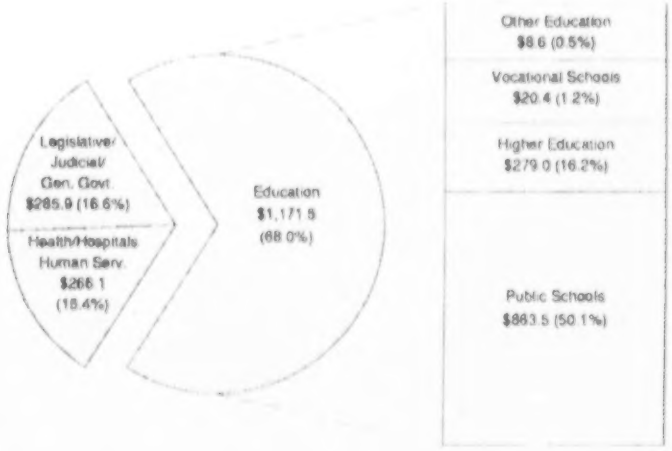
1987-88
TOTAL $1,475.1


Legislative/ Judicial/ Gen. Govt. $262.9 (17.6%)
Health/Hospitals Human Serv. $198.6 (13.3%)
Education $1,033.6 (69.1%)
Other Education $12.2 (0.8%)
Vocational Schools $18.9 (1.2%)
Higher Education $239.0 (16.0%)
Public Schools $763.5 (51.1%)

1988-89
TOTAL $1,576.5


Legislative/ Judicial/ Gen. Govt. $273.2 (17.3%)
Health/Hospitals Human Serv. $219.7 (13.9%)
Education $1,083.6 (68.7%)
Other Education $7.1 (0.5%)
Vocational Schools $19.0 (1.2%)
Higher Education $254.0 (16.1%)
Public Schools $803.5 (51.0%)

1989-90
TOTAL $1,723.5


Legislative/ Judicial/ Gen. Govt. $285.9 (16.6%)
Health/Hospitals Human Serv. $266.1 (15.4%)
Education $1,171.5 (68.0%)
Other Education $8.6 (0.5%)
Vocational Schools $20.4 (1.2%)
Higher Education $279.0 (16.2%)
Public Schools $863.5 (50.1%)

Sources: *New Mexico Public School Finance Statistics*, 1987-88 and 1988-89; 1990 LFC Budget Analysis of State Agencies.

FINANCIAL INDICATORS

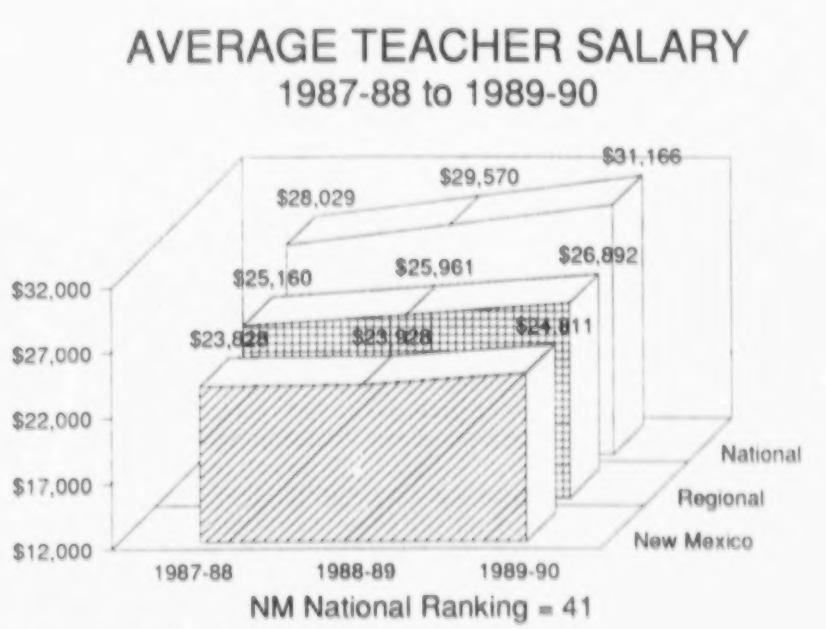
State General Fund Appropriations

Since the inception of the state's public school funding formula, known as the State Equalization Guarantee, more than 90 percent of the total operational funding flowing to the 88 districts has come from state General Fund appropriations. Over the last three academic years, from 1987-88 to 1989-90, the actual amount of money appropriated for the schools has increased, due both to enrollment increases and to the requirements of educational reform. During that same period of time, however, the schools share of the total General Fund appropriations has decreased slightly from 51.1 percent in 1987-88 to 50.1 percent in 1989-90. (See Figure 11.)

Average Teacher Salaries

Salaries reported for New Mexico teachers are based on the average returning teachers' salaries for the past three academic years, 1987-88 to 1989-90. New Mexico ranks 41st nationally for teachers' salaries. While the national average teacher's salary rose from $28,029.00 in 1987-88 to $31,166.00 in 1989-90 (5.45% average increase), New Mexico salaries rose an average 2.06 percent, from $23,828.00 to $24,811.00. Although the average returning teacher's salary in New Mexico has progressed toward the regional salary level, it remains $2,000 below the regional average. (See Figure 12.) Our region is defined here as the states of Arizona, Colorado, Oklahoma, Texas, and Utah.

FIGURE 12



Source: Rankings of the States, NEA, 1988, 1989, 1990
NMSDE Returning Teachers' Salaries

Three year data by district for average teacher salary and district rankings are presented in Table 14. By reading across the rankings for each year, the reader may determine if a district has lost, gained, or remained the same among rankings for returning teachers' salaries.

Percent of Net Operating Budget Spent for Salaries

Table 15 shows the various percentages of districts' net operating budgets spent on salaries for certified teachers, administration, support personnel, and non-certified staff. Because certain classifications may be paid through different line items at a district's discretion, pending State Department of Education approval, statewide percentages were not computed as results would not be comparable. By way of a cautionary explanation, however, it should be noted that small districts may appear to have a disproportionately high administrative cost resulting from the lower number of students enrolled.

Certified teachers include special education instructors. Administration is defined as superintendents and associates charged to the administration series except for clerical assistants. Support personnel include principals and their assistants, nurses, special education assistants, and so forth. Non-certified personnel include maintenance and clerical/secretarial staff.

Total Expenditures per Student and District Rankings

Net operational expenditures include those district costs that are most closely associated with the instructional process. These include expenditures for direct instruction, such as teachers' salaries and supplies and materials; for instructional support; for administration; for the maintenance and operation of the physical plant (buildings and grounds); and for fixed charges, such as employee fringe benefits and insurance. Because all districts have such costs in common, these expenditures on a per student basis constitute a stable measure for comparison of financial effort.

Total operational expenditures include net operational expenditures plus the costs incurred for food services; non-instructional student support, such as athletic salaries; community services, such as adult education and after school programs; transportation; operationally funded capital outlay; other operational expenses, such as out-of-state tuition and participation in regional center cooperatives; and operational emergencies. Districts are not equally faced with all of these costs; therefore, total operational expenditures per student are a somewhat less stable measure of comparison than net operational expenditures.

Table 16 provides both net operational and total operational expenditures per student for all districts as well as each district's statewide ranking on the two measures.

Administrative Expenditures per Student and District Rankings

Table 17 indicates the percentage of each district's operational budget spent on a per student basis for costs listed as administrative by the districts in their budget reports. These costs include the salaries of the district superintendent and any administrative associates or aides, supplies and materials, and school board expenses. Please consider as you compare administrative costs across the districts, along with the district rankings, that small districts will tend to have higher expenditures per student because of lower student enrollments.

Percent of Budget for Selected Programs

Table 18 indicates the percentage of each district's total operational and federal projects budget derived from Elementary and Secondary Education Act (ESEA), Chapter I funding (both basic and migrant); ESEA, Title VII Bilingual funding; and the United States Department of Agriculture Free and Reduced Lunch Program (does not

include funding for free and reduced price breakfasts). Also reported is the percentage of each district's total operational and federal projects budget made up of all federal project funding (the 17.000 line item series in the district budget reports) and the USDA Free and Reduced Lunch Program. Contributions from these combined sources range from a low of 1.64 percent in Los Alamos to a high of 39.39 percent in Mesa Vista.

Percent of Students Served by Selected Programs

Table 19 shows the percent of student membership served by Chapter I (including migrant funds), Title VII Bilingual Education, and state funded special education, as well as the percent of free and reduced price lunches served under the USDA's Free and Reduced Lunch Program. All of these programs except state funded special education are federal programs supported by federal dollars.

State Special Education Funding

The method by which New Mexico provides operational funds to its school districts recognizes that the costs of providing an appropriate education for all students will vary according to students' exceptional needs. Table 20 indicates the amount of money generated by special education students in each district and in the state as a whole. In addition, the percentage of the total operational expenditures represented by the allotted special education funds is shown. However, because individual districts are responsible for establishing their own budgets, subject to state approval, the figures given in this table represent funds flowing into the districts and not actual expenditures.

TABLE 14

AVERAGE RETURNING TEACHER SALARIES WITHOUT INCREMENTS
SCHOOL YEARS 1987-88 TO 1989-90

DISTRICT	1987-88 SALARY	1987-88 RANK	1988-89 SALARY	1988-89 RANK	1989-90 SALARY	1989-90 RANK
ALAMOGORDO	23,029	59	23,399	52	24,141	56
ALBUQUERQUE	23,088	57	23,517	51	24,470	50
ANIMAS	22,747	65	22,501	73	22,302	82
ARTESIA	26,075	9	25,990	11	26,775	12
AZTEC	23,831	42	23,694	43	24,479	49
BELEN	22,313	74	21,882	85	23,992	62
BERNALILLO	22,779	64	23,692	44	24,249	52
BLOOMFIELD	23,958	41	24,055	38	24,658	45
CAPITAN	24,763	23	25,596	14	25,897	20
CARLSBAD	24,757	24	24,741	26	25,257	30
CARRIZOZO	24,579	27	24,242	34	24,494	48
CENTRAL	24,824	19	25,164	19	26,290	18
CHAMA	23,095	56	22,561	72	22,902	77
CIMARRON	23,794	44	24,355	31	25,083	36
CLAYTON	24,810	21	25,150	20	25,169	32
CLOUDCROFT	25,857	11	26,368	9	27,043	10
CLOVIS	24,873	17	24,817	24	25,758	23
COBRE	24,017	39	23,921	40	24,593	47
CORONA	22,209	77	22,271	79	20,763	85
CUBA	27,050	5	27,505	5	28,219	6
DEMING	25,455	12	24,787	25	25,860	21
DES MOINES	20,586	86	20,547	87	20,366	87
DEXTER	26,862	7	26,430	8	27,208	9
DORA	23,321	53	23,581	49	25,308	28
DULCE	24,212	34	24,349	32	25,643	25
ELIDA	20,211	88	20,191	88	20,637	86
ESPANOLA	22,902	60	23,136	58	23,399	72
ESTANCIA	23,831	42	24,015	39	24,853	42
EUNICE	24,113	38	24,223	36	24,958	39
FARMINGTON	24,509	30	24,459	28	25,262	29
FLOYD	23,376	51	23,217	57	23,544	68
FT. SUMNER	22,481	70	22,663	70	22,698	79
GADSDEN	23,077	58	22,737	67	24,115	58
GALLUP-MCKINLEY	23,685	47	22,913	64	23,869	63
GRADY	23,591	48	23,609	48	24,430	51
GRANTS-CIBOLA	22,709	66	22,466	76	23,154	74
HAGERMAN	24,829	18	24,140	37	25,093	35
HATCH	25,140	13	26,049	10	27,550	8
HOBBS	25,038	16	24,895	23	25,730	24
HONDO	22,077	79	22,081	84	22,460	80
HOUSE	20,379	87	22,361	78	19,906	88
JAL	30,412	1	29,670	3	30,189	3
JEMEZ MOUNTAIN	24,003	40	23,132	59	25,429	26
JEMEZ VALLEY	22,690	67	22,499	74	22,764	78
LAKE ARTHUR	22,325	73	22,262	80	23,413	71
LAS CRUCES	23,438	49	23,638	47	24,206	54
LAS VEGAS CITY	22,227	76	22,731	68	23,778	65
LAS VEGAS WEST	23,287	54	23,380	53	24,056	59
LOGAN	24,156	37	24,429	29	25,157	33
LORDSBURG	22,254	75	22,605	71	23,053	75
LOS ALAMOS	27,840	4	28,246	4	29,697	4
LOS LUNAS	22,190	78	22,472	75	24,043	60
LOVING	23,253	55	23,689	45	24,978	38
LOVINGTON	26,769	8	27,052	6	27,844	7
MAGDALENA	22,863	63	23,662	46	24,926	41
MAXWELL	22,876	61	23,218	56	20,812	84
MELROSE	23,405	50	23,862	41	24,699	44

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TABLE 14, CONTINUED

DISTRICT	1987-88 SALARY	1987-88 RANK	1988-89 SALARY	1988-89 RANK	1989-90 SALARY	1989-90 RANK
MESA VISTA	21,387	81	23,026	60	23,424	70
MORA	23,732	46	24,577	27	25,370	27
MORIARTY	22,536	69	22,824	65	24,122	57
MOSQUERO	20,764	85	22,781	66	21,133	83
MOUNTAINAIR	24,302	32	25,203	17	26,865	11
PECOS	23,350	52	22,963	61	24,600	46
PENASCO	25,884	10	25,864	12	26,632	13
POJOAQUE	24,474	31	24,230	35	25,225	31
PORTALES	24,787	22	25,202	18	26,299	17
QUEMADO	21,541	80	22,226	82	22,988	76
QUESTA	22,326	72	22,950	63	23,726	67
RATON	25,088	14	25,800	13	26,610	14
RESERVE	24,822	20	24,910	22	26,212	19
ROSWELL	25,070	15	25,010	21	25,763	22
ROY	21,379	82	21,593	86	23,731	66
RUIDOSO	27,027	6	26,697	7	28,257	5
SAN JON	22,872	62	22,958	62	23,448	69
SANTA FE	24,181	35	23,272	55	23,784	64
SANTA ROSA	22,421	71	22,442	77	24,162	55
SILVER CITY	24,720	26	25,540	15	26,325	16
SOCORRO	22,678	68	22,693	69	23,373	73
SPRINGER	24,181	35	22,255	81	25,149	34
TRUTH OR CONSEQ.	24,248	33	24,376	30	25,014	37
TAOS	24,510	29	24,245	33	24,936	40
TATUM	29,384	3	29,803	2	31,055	1
TEXICO	29,899	2	30,109	1	30,958	2
TUCUMCARI	24,750	25	23,531	50	24,036	61
TULAROSA	23,758	45	23,722	42	24,759	43
VAUGHN	21,173	83	22,204	83	22,431	81
WAGON MOUND	21,155	84	23,360	54	24,221	53
ZUNI	24,527	28	25,333	16	26,334	15
STATEWIDE	23,828		23,928		24,811	

Note: Average returning teachers' salaries shown in the table are those reported by the districts to School Budget Planning on form 925-B.

Sources: *A First Look at New Mexico Public School Budgets*, 1987-88, 1988-89, 1989-90 in press.

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TABLE 15
PERCENT OF NET OPERATING BUDGET SPENT FOR SALARIES

DISTRICT	TEACHERS	ADMINS.	SUPPORT PERSONNEL	NON-CERT. PERSONNEL	DISTRICT	TEACHERS	ADMINS.	SUPPORT PERSONNEL	NON-CERT. PERSONNEL
ALAMOGORDO	46.4	0.9	7.2	9.0	LAS CRUCES	42.1	0.5	9.4	8.1
ALBUQUERQUE	43.3	0.2	8.2	9.2	LAS VEGAS CITY	39.1	1.2	7.1	9.6
ANIMAS	34.0	2.2	4.9	7.2	LAS VEGAS WEST	37.0	2.0	8.1	10.4
ARTESIA	45.7	1.7	7.3	6.8	LAKE ARTHUR	39.3	4.2	4.3	6.0
AZTEC	44.5	1.0	8.8	4.2	LOGAN	36.9	3.4	4.5	7.5
BELEN	39.1	1.1	6.2	8.8	LORDSBURG	36.1	1.6	8.0	7.3
BERNALILLO	37.4	1.4	10.1	8.7	LOS ALAMOS	38.2	1.2	8.9	12.3
BLOOMFIELD	40.4	1.0	7.8	8.1	LOS LUNAS	40.1	1.3	8.9	8.9
CAPITAN	39.5	2.4	7.0	7.1	LOVING	42.8	4.2	6.7	5.6
CARLSBAD	44.3	0.9	6.5	8.5	LOVINGTON	47.1	1.6	7.5	7.4
CARRIZOZO	35.0	3.3	5.4	6.8	MAGDALENA	38.5	2.7	3.4	8.2
CENTRAL	42.2	1.1	6.8	8.4	MAXWELL	43.2	4.6	2.0	7.8
CHAMA	30.6	3.3	5.5	10.2	MELROSE	37.5	3.2	6.2	8.0
CIMARRON	36.9	2.6	5.1	8.7	MESA VISTA	29.2	1.8	3.2	6.4
CLAYTON	36.9	1.4	7.0	6.7	MORA	37.8	2.6	5.3	8.6
CLOUDCROFT	37.4	2.9	5.8	9.0	MORIARTY	40.1	0.7	7.0	7.1
CLOVIS	47.4	0.9	6.7	8.5	MOSQUERO	29.4	6.1	0.0	8.2
COBRE	40.3	1.5	7.9	8.0	MOUNTAINAIR	35.4	2.6	6.6	7.0
CORONA	24.4	4.9	0.1	3.8	PECOS	37.2	1.5	6.1	7.5
CUBA	32.8	1.4	5.5	7.0	PENASCO	35.1	2.7	5.1	7.4
DEMING	46.3	1.6	6.1	7.4	POJOAQUE	40.1	2.2	7.5	8.7
DES MOINES	32.0	3.6	1.4	5.2	PORTALES	43.9	1.7	6.8	8.1
DEXTER	41.4	1.6	6.2	6.5	QUEMADO	30.5	3.5	3.8	6.2
DORA	38.1	4.7	3.1	7.2	QUESTA	32.1	2.9	6.9	8.5
DULCE	35.6	3.4	8.3	7.9	RATON	42.4	2.0	6.6	6.1
ELIDA	31.2	4.3	0.0	4.3	RESERVE	38.8	3.1	5.2	7.9
ESPANOLA	37.2	0.8	6.5	8.1	ROSWELL	47.6	0.5	8.4	7.0
ESTANCIA	40.3	1.8	5.5	5.9	ROY	34.9	5.5	1.4	3.9
EUNICE	40.0	2.1	8.0	9.2	RUIDOSO	45.6	1.6	5.6	6.5
FARMINGTON	46.6	1.2	7.2	7.3	SAN JON	37.1	4.3	0.3	8.0
FLOYD	38.9	4.0	4.1	6.5	SANTA FE	44.1	0.7	7.5	8.4
FT. SUMNER	33.5	2.7	6.4	7.6	SANTA ROSA	35.3	2.3	5.2	8.3
GADSDEN	43.2	0.8	6.9	7.9	SILVER CITY	47.2	1.5	7.9	6.9
GALLUP-MCKINLEY	42.3	0.8	7.0	10.7	SOCORRO	40.4	1.4	8.4	7.5
GRADY	36.8	4.7	0.9	6.1	SPRINGER	23.3	2.1	6.0	4.5
GRANTS-CIBOLA	39.1	1.1	5.2	9.2	TRUTH OR CONSEQ.	41.5	1.1	7.3	6.6
HAGERMAN	38.2	3.1	5.7	9.5	TAOS	41.0	1.8	8.0	9.8
HATCH	42.9	1.2	4.8	7.3	TATUM	42.8	2.6	4.8	7.3
HOBBS	45.9	0.8	6.4	8.5	TEXICO	45.9	2.7	7.3	6.1
HONDO	38.5	4.2	4.7	6.2	TUCUMCARI	41.2	2.1	6.7	9.1
HOUSE	33.5	5.8	0.9	7.9	TULAROSA	42.2	2.0	5.6	8.8
JAL	48.8	2.4	7.1	9.0	VAUGHN	37.1	4.1	6.8	4.5
JEMEZ MOUNTAIN	30.9	2.1	4.6	6.6	WAGON MOUND	40.2	3.9	3.5	8.2
JEMEZ VALLEY	35.6	2.0	5.2	7.8	ZUNI	44.6	1.7	8.3	7.5

Note: Final expenditure figures, upon which these calculations are based, are subject to final verification by the SDE School Budget Planning Unit.

Source: School Budget Planning Unit.

TABLE 16
NET[1] AND TOTAL[2] OPERATIONAL EXPENDITURES PER STUDENT WITH DISTRICT RANKINGS

DISTRICT	1989-90 FUNDED MEMBERSHIP[3]	1987-88 NET OP.	1987-88 RANK	1988-89 NET OP.	1988-89 RANK	1989-90 NET OP.	1989-90 RANK	1987-88 TOT. OP.	1987-88 RANK	1988-89 TOT. OP.	1988-89 RANK	1989-90 TOT. OP.	1989-90 RANK
ALAMOGORDO	7,529.0	$2,536	75	$2,660	72	$2,621	80	$2,753	82	$2,864	80	$2,829	85
ALBUQUERQUE	83,216.0	$2,927	53	$2,997	49	$3,052	52	$3,144	57	$3,209	58	$3,289	60
ANIMAS	566.0	$2,749	60	$2,892	60	$2,989	56	$3,487	47	$3,703	43	$3,805	48
ARTESIA	3,348.0	$2,501	81	$2,545	80	$2,547	87	$2,862	72	$2,892	77	$2,899	79
AZTEC	2,754.0	$2,477	83	$2,560	79	$2,634	79	$2,828	75	$2,967	72	$2,956	77
BELEN	4,038.0	$2,597	68	$2,490	86	$2,719	73	$2,875	70	$2,769	84	$3,165	69
BERNALILLO	3,038.5	$3,002	48	$2,895	59	$3,067	51	$3,311	52	$3,123	63	$3,429	55
BLOOMFIELD	3,387.5	$2,522	76	$2,652	74	$2,789	69	$3,003	64	$3,089	65	$3,315	58
CAPITAN	469.5	$3,249	41	$3,331	37	$3,678	35	$3,881	40	$3,981	37	$4,425	33
CARLSBAD	6,622.5	$2,514	78	$2,509	84	$2,542	88	$2,766	81	$2,760	85	$2,809	87
CARRIZOZO	262.0	$4,013	17	$4,134	18	$4,373	14	$4,701	19	$4,897	19	$5,146	16
CENTRAL	6,531.5	$2,588	71	$2,609	76	$2,740	71	$2,908	68	$2,960	73	$3,141	71
CHAMA VALLEY	561.0	$3,742	27	$3,986	21	$3,889	25	$4,289	30	$4,532	29	$4,531	31
CIMARRON	409.5	$3,884	21	$4,013	20	$3,894	24	$4,502	25	$4,640	26	$4,535	30
CLAYTON	728.0	$3,469	35	$3,686	30	$3,712	33	$4,364	28	$4,656	25	$4,723	26
CLOUDCROFT	404.5	$3,326	39	$3,327	38	$3,432	41	$3,930	38	$3,822	41	$4,035	40
CLOVIS	7,868.0	$2,478	82	$2,478	87	$2,617	82	$2,687	87	$2,715	88	$2,852	84
COBRE	1,934.5	$2,680	63	$2,793	62	$2,875	64	$3,033	63	$3,158	61	$3,282	61
CORONA	98.5	$4,855	2	$5,347	2	$5,165	4	$7,139	1	$8,053	1	$8,094	1
CUBA	635.0	$3,765	26	$3,806	25	$3,997	22	$4,659	21	$4,919	17	$5,143	17
DEMING	4,107.5	$2,510	79	$2,495	85	$2,574	84	$2,802	79	$2,780	83	$2,872	82
DES MOINES	148.0	$4,228	10	$4,381	11	$4,475	13	$6,049	5	$6,107	6	$6,023	8
DEXTER	856.0	$3,007	47	$3,129	45	$3,243	45	$3,471	48	$3,650	46	$3,912	44
DORA	165.0	$3,995	18	$4,511	9	$4,576	10	$5,066	15	$5,731	12	$5,847	9
DULCE	596.5	$3,709	28	$3,426	36	$3,641	38	$3,933	37	$3,766	42	$3,984	41
ELIDA	137.5	$4,476	6	$4,160	17	$4,009	20	$6,395	3	$5,977	7	$5,731	12
ESPANOLA	5,150.0	$2,852	55	$2,946	53	$2,955	59	$3,259	54	$3,372	51	$3,313	59
ESTANCIA	632.0	$3,124	44	$3,091	48	$3,139	50	$3,687	44	$3,683	45	$3,856	47
EUNICE	782.0	$2,824	57	$2,990	50	$2,993	55	$3,129	58	$3,266	57	$3,267	63
FARMINGTON	8,857.0	$2,477	83	$2,532	81	$2,592	83	$2,711	84	$2,806	82	$2,825	86
FLOYD	170.5	$4,203	13	$4,924	4	$4,814	6	$5,705	9	$5,828	9	$5,812	11
FT. SUMNER	392.0	$3,254	40	$3,260	41	$3,380	42	$4,152	34	$4,153	36	$4,382	34
GADSDEN	8,661.0	$2,432	85	$2,419	88	$2,566	85	$2,727	83	$2,726	87	$2,888	80
GALLUP-MCKINLEY	12,500.5	$2,565	72	$2,592	78	$2,699	74	$2,860	73	$2,902	76	$2,991	75
GRADY	140.0	$4,755	4	$4,695	7	$4,513	12	$5,889	8	$5,796	11	$6,079	7
GRANTS-CIBOLA	4,124.0	$2,598	67	$2,676	69	$2,829	67	$2,962	66	$3,006	70	$3,189	68
HAGERMAN	358.0	$3,541	32	$3,685	31	$3,798	28	$4,168	33	$4,222	32	$4,314	35
HATCH	1,044.0	$2,837	56	$2,979	52	$2,975	58	$3,260	53	$3,374	50	$3,481	53
HOBBS	8,146.5	$2,364	87	$2,519	83	$2,565	86	$2,562	88	$2,730	86	$2,779	88
HONDO VALLEY	155.5	$4,443	7	$4,214	16	$4,113	18	$5,315	11	$4,941	16	$4,888	22
HOUSE	82.5	$4,371	8	$5,685	1	$5,259	3	$5,950	6	$7,730	2	$7,008	3
JAL	564.0	$3,038	45	$3,096	47	$3,316	44	$3,334	51	$3,349	52	$3,614	49
JEMEZ MOUNTAIN	471.5	$4,054	15	$3,593	33	$3,695	34	$5,261	13	$4,739	22	$5,139	18
JEMEZ VALLEY	499.0	$3,487	34	$3,710	29	$3,642	37	$4,306	29	$4,379	30	$4,284	37
LAKE ARTHUR	192.0	$4,222	11	$4,272	13	$4,258	16	$4,851	17	$4,971	15	$4,873	23
LAS CRUCES	17,919.5	$2,510	79	$2,657	73	$2,729	72	$2,698	85	$2,882	79	$2,985	76
LAS VEGAS CITY	2,534.0	$2,783	58	$2,900	56	$2,901	61	$3,099	61	$3,170	60	$3,202	66
LAS VEGAS WEST	1,909.0	$2,998	49	$3,201	44	$3,187	47	$3,392	49	$3,601	47	$3,610	50
LOGAN	265.5	$4,041	16	$3,839	24	$3,778	29	$5,038	16	$4,736	23	$4,850	24

TABLE 16, CONTINUED

DISTRICT	1989-90 FUNDED MEMBERSHIP[3]	1987-88 NET OP.	1987-88 RANK	1988-89 NET OP.	1988-89 RANK	1989-90 NET OP.	1989-90 RANK	1987-88 TOT. OP.	1987-88 RANK	1988-89 TOT. OP.	1988-89 RANK	1989-90 TOT. OP.	1989-90 RANK
LORDSBURG	784.5	$3,018	46	$3,212	43	$3,337	43	$3,745	43	$3,881	40	$4,105	39
LOS ALAMOS	3,411.5	$4,166	14	$4,464	10	$4,677	7	$4,588	23	$4,915	18	$5,098	20
LOS LUNAS	5,199.0	$2,416	86	$2,594	77	$2,660	77	$2,690	86	$2,888	78	$2,911	78
LOVING	418.0	$3,588	31	$3,229	42	$3,439	40	$4,000	36	$3,583	48	$3,871	46
LOVINGTON	3,106.5	$2,560	73	$2,721	66	$2,825	68	$2,800	80	$2,971	71	$3,093	73
MAGDALENA	329.0	$3,608	29	$3,853	23	$4,112	19	$4,170	32	$4,630	27	$4,992	21
MAXWELL	112.0	$4,285	9	$4,832	6	$5,317	2	$4,650	22	$5,242	13	$5,828	10
MELROSE	248.0	$3,817	23	$4,053	19	$4,355	15	$4,829	18	$5,011	14	$5,296	13
MESA VISTA	464.5	$3,599	30	$3,900	22	$3,998	21	$4,544	24	$4,879	20	$5,196	15
MORA	704.0	$3,193	42	$3,288	39	$3,656	36	$3,826	41	$3,929	38	$4,298	36
MORIARTY	2,659.0	$2,345	88	$2,529	81	$2,619	81	$2,934	67	$3,120	64	$3,207	65
MOSQUERO	83.5	$4,681	5	$4,899	5	$5,608	1	$6,497	2	$6,139	4	$7,065	2
MOUNTAINAIR	391.5	$3,329	38	$3,476	35	$3,726	32	$4,032	35	$4,175	35	$4,610	28
PECOS	755.5	$3,344	37	$3,278	40	$3,445	39	$3,760	42	$3,702	44	$3,968	42
PENASCO	787.5	$2,994	50	$3,108	46	$3,226	46	$3,503	46	$3,891	39	$3,940	43
POJOAQUE	1,746.0	$2,714	61	$2,773	63	$2,895	62	$3,094	62	$3,124	62	$3,273	62
PORTALES	2,646.0	$2,521	77	$2,625	75	$2,695	75	$2,809	77	$2,935	74	$3,030	74
QUEMADO	197.0	$3,787	24	$4,222	15	$4,640	8	$5,188	14	$5,814	10	$6,318	6
QUESTA	711.5	$3,388	36	$3,556	34	$3,817	27	$3,928	39	$4,213	34	$4,487	32
RATON	1,638.5	$2,596	69	$2,680	68	$2,929	60	$2,888	69	$3,007	69	$3,267	63
RESERVE	335.0	$3,517	33	$3,603	31	$3,946	23	$4,256	31	$4,331	31	$4,694	27
ROSWELL	10,461.0	$2,608	65	$2,674	70	$2,679	76	$2,807	78	$2,844	81	$2,884	81
ROY	112.0	$4,776	3	$4,637	8	$5,119	5	$6,127	4	$5,904	8	$6,544	5
RUIDOSO	1,837.5	$2,874	54	$2,897	57	$3,002	54	$3,254	55	$3,300	55	$3,430	54
SAN JON	186.0	$4,213	12	$3,794	26	$3,772	30	$5,292	12	$4,774	21	$4,833	25
SANTA FE	12,064.0	$2,592	70	$2,665	71	$2,654	78	$2,821	76	$2,913	75	$2,867	83
SANTA ROSA	854.0	$3,143	43	$2,897	57	$3,154	49	$3,624	45	$3,392	49	$3,893	45
SILVER CITY	4,053.0	$2,601	66	$2,739	64	$2,872	65	$2,875	70	$3,009	68	$3,160	70
SOCORRO	2,003.0	$2,685	62	$2,739	64	$2,977	57	$2,978	65	$3,043	66	$3,326	57
SPRINGER	348.5	$3,908	20	$4,327	12	$4,174	17	$5,938	7	$7,387	3	$6,888	4
TAOS	2,983.0	$2,781	59	$2,984	51	$2,858	66	$3,113	59	$3,292	56	$3,194	67
TATUM	376.0	$3,916	19	$3,788	27	$3,845	26	$4,669	20	$4,540	28	$4,598	29
TEXICO	464.5	$3,771	25	$3,757	28	$3,754	31	$4,374	27	$4,214	33	$4,270	38
TRUTH OR CONSEQ.	1,372.5	$2,659	64	$2,811	61	$2,876	63	$3,173	56	$3,305	54	$3,367	56
TUCUMCARI	1,687.0	$2,541	74	$2,711	67	$2,751	70	$2,852	74	$3,034	67	$3,104	72
TULAROSA	1,289.0	$2,959	51	$2,907	55	$3,027	53	$3,351	50	$3,314	53	$3,482	52
VAUGHN	193.0	$3,828	22	$4,259	14	$4,577	9	$4,464	26	$4,728	24	$5,219	14
WAGON MOUND	168.5	$4,969	1	$5,233	3	$4,544	11	$5,561	10	$6,110	5	$5,121	19
ZUNI	1,594.5	$2,936	52	$2,932	54	$3,160	48	$3,113	59	$3,196	59	$3,515	51
STATEWIDE	284,737.0	$2,760		$2,834		$2,907		$3,054		$3,134		$3,225	

[1]Net operational expenditures include those for direct instruction, instructional support, administration, operation and maintenance of plant, and fixed charges, such as fringe benefits and insurance.

[2]Total operational expenditures include net operational expenditures plus those for food services, non-instructional student support, community services, pupil transportation services, operationally funded capital outlay (most capital outlay projects are funded by other means), other operational costs, and operational emergencies.

[3]Funded membership consists of the total number of students in grades one through twelve and in C-level, D-level, and D-level non-profit (private) special education programs; because districts are funded on a half-day basis for early childhood programs, the full-time equivalency number of students in such programs is used in these computations.

Sources: 1989-90 District Final Expenditure Reports; *New Mexico Public School Finance Statistics*, 1987-88 and 1988-89.

TABLE 17
ADMINISTRATIVE COSTS PER STUDENT WITH DISTRICT RANKING: 1989-90

DISTRICT	1989-90 FUNDED MEMBERSHIP[1]	ADMIN. COST	RANK	PERCENT ADMIN.[2]	DISTRICT	1989-90 FUNDED MEMBERSHIP[1]	ADMIN. COST	RANK	PERCENT ADMIN.[2]
ALAMOGORDO	7,529.0	$99	73	3.48%	LAS CRUCES	17,919.5	$69	87	2.31%
ALBUQUERQUE	83,216.0	$50	88	1.52%	LAS VEGAS CITY	2,534.0	$123	64	3.85%
ANIMAS	566.0	$247	36	6.50%	LAS VEGAS WEST	1,909.0	$161	51	4.45%
ARTESIA	3,348.0	$89	76	3.08%	LOGAN	265.5	$320	23	6.59%
AZTEC	2,754.0	$87	77	2.94%	LORDSBURG	784.5	$166	49	4.04%
BELEN	4,038.0	$103	71	3.26%	LOS ALAMOS	3,411.5	$217	41	4.26%
BERNALILLO	3,038.5	$179	45	5.21%	LOS LUNAS	5,199.0	$106	70	3.64%
BLOOMFIELD	3,387.5	$92	75	2.77%	LOVING	418.0	$215	42	5.56%
CAPITAN	469.5	$249	35	5.62%	LOVINGTON	3,106.5	$85	78	2.74%
CARLSBAD	6,622.5	$71	86	2.52%	MAGDALENA	329.0	$322	22	6.44%
CARRIZOZO	262.0	$393	14	7.64%	MAXWELL	112.0	$554	4	9.51%
CENTRAL	6,531.5	$84	79	2.66%	MELROSE	248.0	$317	24	5.99%
CHAMA VALLEY	561.0	$377	17	8.33%	MESA VISTA	464.5	$331	21	6.37%
CIMARRON	409.5	$261	33	5.75%	MORA	704.0	$262	32	6.09%
CLAYTON	728.0	$171	47	3.62%	MORIARTY	2,659.0	$77	82	2.40%
CLOUDCROFT	404.5	$340	20	8.44%	MOSQUERO	83.5	$988	1	13.99%
CLOVIS	7,868.0	$73	85	2.55%	MOUNTAINAIR	391.5	$273	30	5.92%
COBRE	1,934.5	$137	57	4.18%	PECOS	755.5	$220	40	5.55%
CORONA	98.5	$658	3	8.13%	PENASCO	787.5	$250	34	6.35%
CUBA	635.0	$208	43	4.05%	POJOAQUE	1,746.0	$166	49	5.08%
DEMING	4,107.5	$102	72	3.55%	PORTALES	2,646.0	$119	67	3.92%
DES MOINES	148.0	$395	13	6.56%	QUEMADO	197.0	$452	9	7.16%
DEXTER	856.0	$135	58	3.45%	QUESTA	711.5	$342	19	7.61%
DORA	165.0	$388	16	6.63%	RATON	1,638.5	$115	68	3.53%
DULCE	596.5	$315	25	7.91%	RESERVE	335.0	$306	27	6.52%
ELIDA	137.5	$476	7	8.30%	ROSWELL	10,461.0	$75	84	2.61%
ESPANOLA	5,150.0	$126	61	3.81%	ROY	112.0	$553	5	8.45%
ESTANCIA	632.0	$148	53	3.84%	RUIDOSO	1,837.5	$121	65	3.53%
EUNICE	782.0	$144	54	4.40%	SAN JON	186.0	$360	18	7.44%
FARMINGTON	8,857.0	$99	73	3.50%	SANTA FE	12,064.0	$83	80	2.89%
FLOYD	170.5	$455	8	7.83%	SANTA ROSA	854.0	$233	38	5.99%
FT. SUMNER	392.0	$197	44	4.51%	SILVER CITY	4,053.0	$113	69	3.56%
GADSDEN	8,661.0	$129	60	4.47%	SOCORRO	2,003.0	$125	62	3.77%
GALLUP-MCKINLEY	12,500.5	$79	81	2.63%	SPRINGER	348.5	$314	26	4.56%
GRADY	140.0	$491	6	8.08%	TAOS	2,983.0	$144	54	4.50%
GRANTS-CIBOLA	4,124.0	$120	66	3.77%	TATUM	376.0	$242	37	5.27%
HAGERMAN	358.0	$263	31	6.09%	TEXICO	464.5	$228	39	5.33%
HATCH	1,044.0	$124	63	3.57%	TRUTH OR CONSEQ	1,372.5	$131	59	3.90%
HOBBS	8,146.5	$76	83	2.73%	TUCUMCARI	1,687.0	$142	56	4.58%
HONDO VALLEY	155.5	$392	15	8.02%	TULAROSA	1,289.0	$172	46	4.94%
HOUSE	82.5	$755	2	10.77%	VAUGHN	193.0	$403	10	7.72%
JAL	564.0	$154	52	4.26%	WAGON MOUND	168.5	$398	12	7.77%
JEMEZ MOUNTAIN	471.5	$301	28	5.87%	ZUNI	1,594.5	$168	48	4.78%
JEMEZ VALLEY	499.0	$279	29	6.52%					
LAKE ARTHUR	192.0	$400	11	8.21%	STATEWIDE	284,737.0	$97		

[1]Funded membership consists of the total number of students in grades one through twelve and in C-level, D-level, and D-level non-profit (private) special education programs; because districts are funded on a half-day basis for early childhood programs, the full-time equivalency number of students in such programs is used in these computations.

[2]The percent of the total operational budget represented by the administration line items (3.000 series).

Source: 1989-90 District Final Expenditure Reports.

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TABLE 18
SELECTED FEDERAL PROGRAMS AS A PERCENTAGE OF DISTRICT TOTAL OPERATIONAL, FEDERAL PROJECT, AND USDA FREE AND REDUCED LUNCH PROGRAM FUNDING

DISTRICT	ESEA, CHAPTER 1 (BASIC & MIGRANT)	PERCENT	ESEA, TITLE VII BILINGUAL	PERCENT	USDA FREE & REDUCED LUNCH[1]	PERCENT	% ALL FED. PROJS.[2] & USDA LUNCH
ALAMOGORDO	$707,904.14	3.09%	$0.00	0.00%	$482,780.90	2.11%	7.04%
ALBUQUERQUE	$7,081,795.31	2.41%	$806,958.63	0.27%	$6,369,900.96	2.16%	6.99%
ANIMAS	$13,163.99	0.59%	$0.00	0.00%	$35,841.43	1.62%	2.82%
ARTESIA	$324,878.33	3.04%	$0.00	0.00%	$264,191.48	2.48%	9.06%
AZTEC	$214,010.36	2.50%	$0.00	0.00%	$162,281.81	1.89%	4.95%
BELEN	$320,117.58	2.26%	$0.00	0.00%	$390,679.47	2.76%	9.59%
BERNALILLO	$572,050.08	4.61%	$0.00	0.00%	$446,097.86	3.59%	16.13%
BLOOMFIELD	$316,695.79	2.45%	$163,297.89	1.26%	$233,802.26	1.81%	13.10%
CAPITAN	$82,112.70	3.72%	$0.00	0.00%	$36,011.61	1.63%	5.96%
CARLSBAD	$652,906.41	3.18%	$0.00	0.00%	$578,838.48	2.82%	9.37%
CARRIZOZO	$65,247.15	4.51%	$0.00	0.00%	$22,599.18	1.56%	6.86%
CENTRAL	$1,560,381.92	5.93%	$214,137.31	0.81%	$954,210.76	3.62%	22.11%
CHAMA VALLEY	$113,823.46	3.90%	$134,626.89	4.62%	$97,420.45	3.34%	12.84%
CIMARRON	$29,749.75	1.53%	$0.00	0.00%	$36,683.19	1.89%	4.26%
CLAYTON	$107,983.30	2.96%	$0.00	0.00%	$73,470.07	2.02%	5.65%
CLOUDCROFT	$6,849.11	0.41%	$0.00	0.00%	$22,960.95	1.37%	2.29%
CLOVIS	$851,178.67	3.48%	$0.00	0.00%	$792,287.37	3.24%	8.35%
COBRE	$225,348.27	3.27%	$0.00	0.00%	$237,911.91	3.45%	7.87%
CORONA	$11,642.74	1.41%	$0.00	0.00%	$10,234.39	1.24%	3.15%
CUBA	$77,297.37	1.96%	$209,203.99	5.30%	$115,927.94	2.93%	17.33%
DEMING	$483,141.78	3.72%	$0.00	0.00%	$478,335.76	3.68%	9.26%
DES MOINES	$17,024.57	1.83%	$0.00	0.00%	$15,274.06	1.64%	4.30%
DEXTER	$114,232.78	3.15%	$0.00	0.00%	$141,284.86	3.90%	7.62%
DORA	$0.00	0.00%	$0.00	0.00%	$17,816.49	1.80%	2.61%
DULCE	$46,172.59	1.40%	$0.00	0.00%	$96,056.96	2.91%	28.06%
ELIDA	$0.00	0.00%	$0.00	0.00%	$19,995.36	2.45%	3.28%
ESPANOLA	$985,697.08	5.09%	$243,852.92	1.26%	$620,412.67	3.20%	11.98%
ESTANCIA	$75,209.12	2.87%	$0.00	0.00%	$93,633.94	3.57%	7.06%
EUNICE	$31,637.14	1.19%	$0.00	0.00%	$61,916.48	2.32%	4.09%
FARMINGTON	$462,425.66	1.71%	$0.00	0.00%	$567,438.52	2.10%	7.51%
FLOYD	$5,713.20	0.55%	$0.00	0.00%	$25,622.70	2.49%	3.78%
FT. SUMNER	$69,072.89	3.74%	$0.00	0.00%	$45,536.22	2.47%	6.98%
GADSDEN	$1,398,387.22	4.85%	$443,892.09	1.54%	$1,603,112.90	5.56%	13.25%
GALLUP-MCKINLEY	$2,939,770.26	6.21%	$0.00	0.00%	$1,763,047.34	3.72%	21.05%
GRADY	$48,361.22	5.26%	$0.00	0.00%	$11,369.61	1.24%	7.39%
GRANTS-CIBOLA	$680,028.70	4.56%	$0.00	0.00%	$430,640.20	2.88%	11.91%
HAGERMAN	$72,996.58	4.34%	$0.00	0.00%	$54,407.78	3.23%	8.24%
HATCH	$393,379.70	9.22%	$0.00	0.00%	$179,052.76	4.20%	14.82%
HOBBS	$554,486.19	2.28%	$0.00	0.00%	$573,680.61	2.36%	6.79%
HONDO VALLEY	$44,051.06	5.25%	$0.00	0.00%	$27,524.77	3.28%	9.48%
HOUSE	$21,611.35	3.53%	$0.00	0.00%	$7,984.96	1.30%	5.68%
JAL	$21,140.00	0.99%	$0.00	0.00%	$56,795.15	2.66%	4.53%
JEMEZ MOUNTAIN	$109,124.00	3.77%	$238,002.99	8.22%	$76,287.52	2.63%	16.32%
JEMEZ VALLEY	$186,758.76	7.28%	$0.00	0.00%	$66,098.73	2.58%	16.70%
LAKE ARTHUR	$34,319.47	3.41%	$0.00	0.00%	$27,320.48	2.72%	6.94%
LAS CRUCES	$1,901,873.59	3.24%	$241,663.68	0.41%	$1,984,956.40	3.38%	8.82%
LAS VEGAS CITY	$306,763.08	3.45%	$0.00	0.00%	$283,473.40	3.19%	8.70%
LAS VEGAS WEST	$450,493.26	5.18%	$222,044.73	2.55%	$260,442.63	3.00%	20.71%

TABLE 18, CONTINUED

DISTRICT	ESEA, CHAPTER I (BASIC & MIGRANT)	PERCENT	ESEA, TITLE VII BILINGUAL	PERCENT	USDA FREE & REDUCED LUNCH[1]	PERCENT	% ALL FED. PROJS.[2] & USDA LUNCH
LOGAN	$28,924.32	2.15%	$0.00	0.00%	$16,320.60	1.21%	4.15%
LORDSBURG	$138,006.03	3.98%	$0.00	0.00%	$85,992.35	2.48%	7.11%
LOS ALAMOS	$51,887.40	0.29%	$0.00	0.00%	$7,293.49	0.04%	1.64%
LOS LUNAS	$274,838.95	1.70%	$0.00	0.00%	$469,865.94	2.90%	6.57%
LOVING	$58,286.22	3.25%	$0.00	0.00%	$70,659.08	3.94%	9.75%
LOVINGTON	$377,904.10	3.65%	$0.00	0.00%	$283,402.41	2.74%	7.13%
MAGDALENA	$160,228.54	8.28%	$0.00	0.00%	$47,834.84	2.47%	15.08%
MAXWELL	$26,603.81	3.82%	$0.00	0.00%	$11,418.39	1.64%	6.31%
MELROSE	$25,025.39	1.82%	$0.00	0.00%	$22,312.22	1.63%	4.22%
MESA VISTA	$153,360.36	3.85%	$430,569.60	10.81%	$81,135.33	2.04%	39.39%
MORA	$181,763.51	5.28%	$0.00	0.00%	$140,629.52	4.09%	12.07%
MORIARTY	$80,451.27	0.91%	$0.00	0.00%	$170,042.03	1.93%	3.19%
MOSQUERO	$5,017.31	0.82%	$0.00	0.00%	$11,668.83	1.90%	3.85%
MOUNTAINAIR	$99,519.07	5.05%	$0.00	0.00%	$54,940.76	2.79%	8.43%
PECOS	$111,229.02	3.32%	$0.00	0.00%	$123,865.81	3.70%	10.50%
PENASCO	$223,605.15	5.76%	$407,421.66	10.49%	$122,196.70	3.15%	20.15%
POJOAQUE	$67,055.88	1.07%	$166,712.70	2.65%	$144,261.79	2.30%	9.04%
PORTALES	$510,787.30	5.47%	$0.00	0.00%	$286,265.44	3.06%	14.16%
QUEMADO	$21,051.29	1.62%	$0.00	0.00%	$22,920.58	1.77%	4.11%
QUESTA	$36,721.35	1.03%	$74,604.11	2.09%	$118,404.53	3.32%	10.46%
RATON	$176,526.20	3.09%	$0.00	0.00%	$118,415.58	2.07%	6.37%
RESERVE	$48,576.44	2.93%	$0.00	0.00%	$24,713.43	1.49%	5.16%
ROSWELL	$1,097,757.43	3.38%	$0.00	0.00%	$813,097.42	2.50%	7.11%
ROY	$9,998.00	1.32%	$0.00	0.00%	$9,770.83	1.29%	3.27%
RUIDOSO	$62,881.00	0.89%	$0.00	0.00%	$157,183.06	2.22%	10.82%
SAN JON	$21,482.00	2.27%	$0.00	0.00%	$17,523.52	1.85%	4.91%
SANTA FE	$998,427.26	2.67%	$0.00	0.00%	$886,839.18	2.37%	7.42%
SANTA ROSA	$175,879.67	4.71%	$79,400.05	2.12%	$125,730.83	3.36%	11.03%
SILVER CITY	$198,402.52	1.47%	$0.00	0.00%	$300,206.99	2.22%	5.37%
SOCORRO	$291,157.58	4.01%	$20,873.00	0.29%	$240,755.19	3.31%	8.34%
SPRINGER	$80,739.82	2.79%	$0.00	0.00%	$33,459.15	1.16%	17.07%
TAOS	$499,874.47	4.57%	$380,305.36	3.48%	$304,132.11	2.78%	12.89%
TATUM	$30,236.46	1.65%	$0.00	0.00%	$51,647.50	2.83%	5.39%
TEXICO	$32,439.14	1.56%	$0.00	0.00%	$52,383.01	2.52%	4.73%
TRUTH OR CONSEQ.	$216,028.52	4.08%	$0.00	0.00%	$140,908.75	2.66%	12.70%
TUCUMCARI	$163,003.10	2.91%	$0.00	0.00%	$133,526.20	2.39%	6.40%
TULAROSA	$141,535.45	2.70%	$108,638.57	2.07%	$165,049.77	3.15%	14.40%
VAUGHN	$49,653.38	4.52%	$0.00	0.00%	$28,784.62	2.62%	8.23%
WAGON MOUND	$39,472.61	4.20%	$0.00	0.00%	$29,612.27	3.15%	8.14%
ZUNI	$516,387.72	6.37%	$217,324.90	2.68%	$343,587.78	4.24%	30.86%
STATEWIDE	$32,271,732.72		$4,803,531.07		$27,222,409.56		

[1]USDA Free and Reduced Lunch Program expenditures do not include expenditures for free and reduced breakfasts.

[2]The expenditures included in the calculation of this percentage are those for all federal programs reported in the federal project series (17.000) in the districts' final expenditure reports and for the USDA Free and Reduced Lunch Program; no federal funding for capital outlay is included.

Sources: 1989-90 District Final Expenditure Reports; Special Projects.

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TABLE 19

PERCENT OF MEMBERSHIP SERVED BY SELECTED PROGRAMS

DISTRICT	ESEA, CHAPTER I (BASIC & MIGRANT)	ESEA, TITLE VI BILINGUAL	STATE FUNDED SPECIAL ED. (C & D ONLY)	USDA FREE & REDUCED LUNCH
ALAMOGORDO	9.5	0.0	5.5	57.75
ALBUQUERQUE	7.4	1.7	8.4	59.85
ANIMAS	7.8	0.0	4.1	31.05
ARTESIA	18.5	0.0	3.0	65.49
AZTEC	14.0	0.0	5.4	42.64
BELEN	9.3	0.0	4.0	66.86
BERNALILLO	25.9	0.0	6.3	85.07
BLOOMFIELD	7.0	0.0	6.0	55.22
CAPITAN	18.1	0.0	4.3	46.13
CARLSBAD	11.0	0.0	4.8	58.63
CARRIZOZO	18.8	0.0	4.8	49.90
CENTRAL	24.8	8.6	3.7	78.47
CHAMA	28.5	20.4	2.2	74.91
CIMARRON	5.2	0.0	4.2	63.08
CLAYTON	11.6	0.0	4.3	58.14
CLOUDCROFT	3.3	0.0	3.3	38.98
CLOVIS	7.6	0.0	4.0	61.30
COBRE	15.2	0.0	4.4	71.10
CORONA	11.7	0.0	11.7	51.17
CUBA	7.8	36.5	9.9	87.34
DEMING	12.8	0.0	5.7	80.34
DES MOINES	19.1	0.0	2.0	44.45
DEXTER	22.4	0.0	6.6	71.20
DORA	10.0	0.0	1.8	53.26
DULCE	8.7	0.0	6.8	75.49
ELIDA	13.1	0.0	2.1	60.48
ESPANOLA	16.2	0.0	5.2	77.87
ESTANCIA	13.7	0.0	4.3	68.75
EUNICE	4.3	0.0	2.7	51.86
FARMINGTON	6.8	0.0	5.1	54.88
FLOYD	28.7	0.0	2.8	63.80
FT. SUMNER	10.5	0.0	3.2	53.99
GADSDEN	31.5	32.1	3.9	89.64
GALLUP-MCKINLEY	25.7	0.0	5.3	78.53
GRADY	45.1	0.0	2.8	45.78
GRANTS-CIBOLA	16.0	0.0	4.6	72.14
HAGERMAN	58.8	0.0	3.2	73.39
HATCH	48.6	0.0	3.7	84.43
HOBBS	1.1	2.2	3.1	51.33
HONDO VALLEY	12.2	0.0	1.2	84.39
HOUSE	37.2	0.0	7.0	45.11
JAL	6.8	6.8	1.9	59.98
JEMEZ MOUNTAIN	45.2	47.1	2.0	78.47
JEMEZ VALLEY	22.2	0.0	7.4	69.84
LAKE ARTHUR	12.0	0.0	4.0	70.74
LAS CRUCES	9.9	2.1	4.6	64.63
LAS VEGAS CITY	16.4	0.0	4.4	69.88
LAS VEGAS WEST	34.5	11.1	4.8	87.78
LOGAN	8.0	0.0	1.1	42.62
LORDSBURG	14.5	0.0	5.5	61.28
LOS ALAMOS	3.4	0.0	3.5	12.10
LOS LUNAS	1.8	0.0	6.2	59.99
LOVING	56.1	0.0	5.1	67.57
LOVINGTON	20.9	0.0	5.0	75.65
MAGDALENA	98.0	0.0	7.0	84.09
MAXWELL	10.5	0.0	0.9	57.89
MELROSE	15.4	0.0	5.9	43.34
MESA VISTA	46.2	50.7	6.3	77.60

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TABLE 19, CONTINUED

DISTRICT	ESEA, CHAPTER I (BASIC & MIGRANT)	ESEA, TITLE VI BILINGUAL	STATE FUNDED SPECIAL ED. (C & D ONLY)	USDA FREE & REDUCED LUNCH
MORA	18.2	0.0	4.2	90.67
MORIARTY	4.4	0.0	6.4	48.44
MOSQUERO	16.1	88.5	3.4	65.73
MOUNTAINAIR	17.7	0.0	8.7	80.54
PECOS	14.5	0.0	5.6	85.28
PENASCO	28.7	50.2	2.1	74.45
POJOAQUE	0.0	0.0	2.3	57.76
PORTALES	18.9	0.0	2.8	70.72
QUEMADO	12.5	0.0	5.0	63.59
QUESTA	13.7	16.3	2.8	78.89
RATON	7.8	0.0	1.7	72.88
RESERVE	18.1	0.0	3.5	47.21
ROSWELL	10.9	0.0	4.0	71.14
ROY	3.4	0.0	1.7	42.44
RUIDOSO	2.6	0.0	6.3	66.29
SAN JON	12.6	0.0	2.1	45.13
SANTA FE	15.8	0.0	3.5	63.02
SANTA ROSA	35.2	33.0	3.2	79.12
SILVER CITY	5.3	0.0	6.3	60.52
SOCORRO	24.5	0.0	6.2	78.15
SPRINGER	12.8	0.0	3.6	65.89
TAOS	18.5	28.6	4.6	79.50
TATUM	13.8	0.0	4.9	60.07
TEXICO	18.4	0.0	4.0	60.38
TRUTH OR CONSEQ.	15.1	0.0	5.7	68.00
TUCUMCARI	8.9	0.0	5.0	56.14
TULAROSA	10.4	10.2	6.1	78.63
VAUGHN	40.8	0.0	5.1	84.76
WAGON MOUND	20.6	0.0	4.0	82.71
ZUNI	n.a.	n.a.	6.9	91.36

Note: The district figure shown for the USDA Free & Reduced Lunch Program is the percentage of total lunches served on a free and/or reduced price basis.

Sources: School Management; Learning Services; Special Projects.

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TABLE 20
1988-89 SPECIAL EDUCATION FUNDING ALLOTTED THROUGH STATE FUNDING FORMULA

DISTRICT	SPEC. ED. FUNDED UNITS[1]	SPEC. ED. FUNDING	PERCENT SPEC. ED.[2]
ALAMOGORDO	1,680.6	$3,044,423.71	14.29%
ALBUQUERQUE	31,388.1	$56,859,857.03	20.77%
ANIMAS	135.5	$245,459.61	11.40%
ARTESIA	518.2	$938,724.48	9.67%
AZTEC	647.6	$1,173,133.88	14.41%
BELEN	924.7	$1,675,103.30	13.11%
BERNALILLO	839.9	$1,521,487.25	14.60%
BLOOMFIELD	790.4	$1,431,817.50	12.75%
CAPITAN	149.5	$270,820.75	13.03%
CARLSBAD	1,326.3	$2,402,605.71	12.92%
CARRIZOZO	62.2	$112,675.92	8.36%
CENTRAL	1,089.3	$1,973,277.84	9.62%
CHAMA VALLEY	72.8	$131,877.93	5.19%
CIMARRON	153.9	$278,791.39	15.01%
CLAYTON	225.8	$409,038.96	11.90%
CLOUDCROFT	64.0	$115,936.64	7.10%
CLOVIS	1,324.2	$2,398,801.54	10.69%
COBRE	449.0	$813,367.99	12.81%
CORONA	40.1	$72,641.55	9.11%
CUBA	241.5	$437,479.67	13.40%
DEMING	784.1	$1,420,404.99	12.04%
DES MOINES	50.1	$90,756.65	10.18%
DEXTER	263.1	$476,608.28	14.23%
DORA	36.7	$66,482.42	6.89%
DULCE	179.1	$324,441.44	13.65%
ELIDA	29.5	$53,439.55	6.78%
ESPANOLA	1,256.1	$2,275,437.71	13.34%
ESTANCIA	117.8	$213,395.88	8.76%
EUNICE	111.1	$201,258.76	7.88%
FARMINGTON	1,881.2	$3,407,812.61	13.62%
FLOYD	50.1	$90,756.65	9.16%
FT. SUMNER	78.8	$142,746.99	8.31%
GADSDEN	1,313.3	$2,379,056.08	9.51%
GALLUP-MCKINLEY	2,681.8	$4,858,107.52	12.99%
GRADY	29.2	$52,896.09	6.22%
GRANTS-CIBOLA	808.9	$1,465,330.44	11.14%
HAGERMAN	83.1	$150,536.48	9.75%
HATCH	144.9	$262,487.80	7.22%
HOBBS	1,194.1	$2,163,124.09	9.56%
HONDO VALLEY	28.8	$52,171.49	6.86%
HOUSE	32.5	$58,874.08	10.18%
JAL	70.3	$127,349.15	6.25%
JEMEZ MOUNTAIN	43.4	$78,619.53	3.24%
JEMEZ VALLEY	152.1	$275,530.67	12.89%
LAKE ARTHUR	45.6	$82,604.86	8.83%
LAS CRUCES	4,755.8	$8,615,179.26	16.11%
LAS VEGAS CITY	554.1	$1,003,757.69	12.37%
LAS VEGAS WEST	413.7	$749,421.69	10.87%
LOGAN	27.6	$49,997.68	3.88%
LORDSBURG	198.3	$359,222.43	11.16%
LOS ALAMOS	975.1	$1,766,403.40	10.16%
LOS LUNAS	1,488.6	$2,696,613.79	17.82%
LOVING	109.9	$199,084.95	12.30%
LOVINGTON	665.2	$1,205,016.45	12.54%
MAGDALENA	74.0	$134,051.74	8.16%
MAXWELL	32.1	$58,149.47	8.91%
MELROSE	92.6	$167,745.83	12.77%
MESA VISTA	133.1	$241,111.98	9.99%
MORA	120.3	$217,924.65	7.20%
MORIARTY	643.1	$1,164,982.08	13.66%
MOSQUERO	20.8	$37,679.41	6.39%
MOUNTAINAIR	166.6	$301,797.57	16.72%
PECOS	222.0	$402,155.22	13.41%
PENASCO	124.6	$225,714.15	7.28%
POJOAQUE	327.5	$593,269.53	10.38%
PORTALES	370.8	$671,707.91	8.38%
QUEMADO	44.6	$80,793.35	6.49%
QUESTA	92.9	$168,289.28	5.27%
RATON	266.8	$483,310.87	9.03%
RESERVE	59.7	$108,147.15	6.88%
ROSWELL	2,354.7	$4,265,562.60	14.14%
ROY	48.8	$88,401.69	12.06%
RUIDOSO	512.9	$929,123.48	14.74%
SAN JON	26.2	$47,461.56	5.28%
SANTA FE	2,589.9	$4,691,629.75	13.56%
SANTA ROSA	147.9	$267,922.33	8.06%
SILVER CITY	1,136.6	$2,058,962.27	16.08%
SOCORRO	498.4	$902,856.58	13.55%
SPRINGER	100.5	$182,056.76	7.58%
TAOS	636.5	$1,153,026.12	12.10%
TATUM	79.1	$143,290.44	8.29%
TEXICO	83.1	$150,536.48	7.59%
TRUTH OR CONSEQ	298.2	$540,192.28	11.69%
TUCUMCARI	375.3	$679,859.70	12.98%
TULAROSA	318.4	$576,784.78	12.85%
VAUGHN	71.3	$129,160.66	12.82%
WAGON MOUND	35.6	$64,489.76	7.47%
ZUNI	435.8	$789,456.06	14.09%
STATEWIDE	75,318.3	$136,439,853.63	

[1]Special education funded units are determined by multiplying the actual number of C-level and D-level special education students by the appropriate funding formula weighting factors and adding to that total the number of units calculated for A and B level programs and for ancillary services.

[2]The percent of the total operational budget represented by the allotted special education funding and not by actual expenditures.

Source: School Budget Planning Unit.

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